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#### THE CATHOLIC SCHOOL JOURNAL

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# The Catholic School Journal

VOL. 59, NO. 10 DECEMBER, 1959

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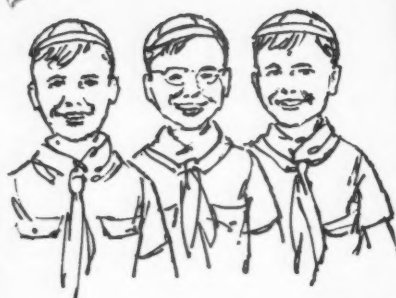
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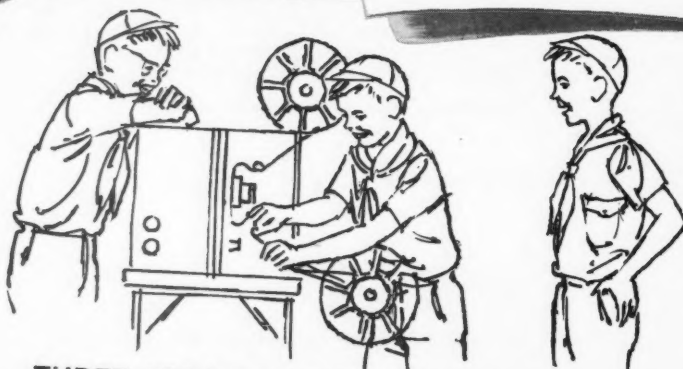
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# Evaluations of Audio-Visual Aids

By Ella Callista Clark, Ph.D.

## WESTON WOODS STUDIOS

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### Picture Book Parade

This is a filmstrip series, priced at from \$4 to \$6.50 each or \$42 for the set of eight. Each filmstrip reproduces the pictures and printing on the pages of a well-known children's picture book. The filmstrip would be useful in introducing the book. Showing the strip a second time and permitting the children to tell the story could stimulate imagination rather than verbal memorization. The flexibility of the filmstrip permits stopping it at any time where discussion seems desirable. Included in this filmstrip series are the following: *Georgie* by Robert Bright; *Hercules* by Hardie Gramatky; *Make Way for Ducklings* by Robert McCloskey; *Mike Mulligan and His Steamshovel* by Virginia Burton; *Millions of Cats* by Wanda Gag; *The Red Carpet* by Rex Parkin; *Stone Soup* by Marcia Brown; and *The Story About Ping* by Flack & Wiese.

Motion picture reproductions of these stories are also available for rental or sale.

## SOCIETY FOR VISUAL EDUCATION

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### Mary's Pilgrim Thanksgiving

A 34 frame captioned color filmstrip priced at \$6. It is usable at any season since it stresses not only the historical background of the first Thanksgiving but also underlines the fact that the chief purpose of the original Thanksgiving festival was to thank God for His goodness.

#### SPECIAL FEATURES:

*Mary's Pilgrim Thanksgiving*, set in Plymouth in the fall of 1621, portrays a little Pilgrim girl's adventures at the time of the first Thanksgiving in America. Facts about the first Thanksgiving in the New World as portrayed in this filmstrip are based upon accounts which appear in the *History of Plymouth Plantation* by William Bradford.

The filmstrip shows that the Pilgrims had a hard winter the first year in Plymouth, but in the spring the Indians were friendly and taught them how to plant corn. The harvest was good, so the Pilgrims planned a special day to thank God for His bounty.

All the settlers contributed to the feast — some by gathering clams, some by hunting for wild turkeys of the forest, and

others by preparing the great meal. Mary's task of gathering wild nuts in the forest led to trouble. She got lost! But she was rescued and taken back to the Plymouth settlement by the band of ninety Indians who had been invited to share in the Pilgrims' Thanksgiving.

The first great Thanksgiving in the New World lasted for three days. In addition to the feasting, there were games for the children, military exercises by the little Pilgrim army, and dances by the Indians. When the Indians finally left and the celebration was finished, Mary knew that she would never forget this wonderful day of Thanksgiving.

The group that evaluated this filmstrip felt that it is attractive, authentic, woven together with a good thread of interest and usable in grades one through six. The explanatory captions might well be read orally by certain children. The dramatic quality of the pictures and the captions should stimulate worthwhile discussion involving the entire class and clinching the major points.

## NEW YORK TIMES

Office of Educational Activities

229 West 43rd St.

New York 36, N. Y.

### New Nations in the World Balance

Filmstrip on Current Affairs for December. The increasingly significant role that the new nations of Asia and Africa are playing on the world scene is surveyed in the 58 frame, black and white, December filmstrip of the 1959-60 series of the New York Times Filmstrips on Current Affairs.

*New Nations in the World Balance* examines the growing importance of the former colonies in international relations and as a battleground in the struggle between the ideas of democracy and communism. It takes up the heritage of colonialism and age-old problems of disease, poverty, and ignorance. It assesses the political turmoil and economic instability that prevails in many of them, amid onrushing tides of nationalism. The new nations are examined as testing grounds in the East-West struggle and in terms of their aspirations for a brighter future.

Graphic current and historical photographs, cartoons, maps, and charts are used to present these currently important developments.

Accompanying the filmstrip is a discussion manual that reproduces each frame and adds below it supplementary information for each picture. The manual also has a general introduction to the subject, discussion questions related to sections of the filmstrip, and suggested activities and suggested reading.

As noted in an earlier issue of CATHOLIC SCHOOL JOURNAL, the entire series of filmstrips for the year is available for \$15; individual filmstrips cost \$2.50 each.

## CORONET FILMS

Coronet Building

Chicago, Ill.

### The Calendar: Story of Its Development

This 11 minute, 16mm. sound film which costs \$110 in color or \$60 in black and white is designed for senior high world history classes. It traces the historical development of our calendar pointing out how our units of measure of time — days, weeks, months, and years — evolved, and it mentions suggestions for future improvements in our calendar. It describes some of the early methods of reckoning time and relates today's calendar to its origin in earlier civilizations.

A background of re-enacted action shots suggests the time in which the historical development is taking place. The Egyptian, Julian, and Gregorian calendar developments are those mainly presented, although the film also includes the 365-day calendar in use by the Mayan civilization as early as 300 B.C.

The historical approach tends to clarify for students the fact that the calendar was primarily determined by natural phenomena (day and night, phases of the moon, the seasons) and also by cultural customs and convention.

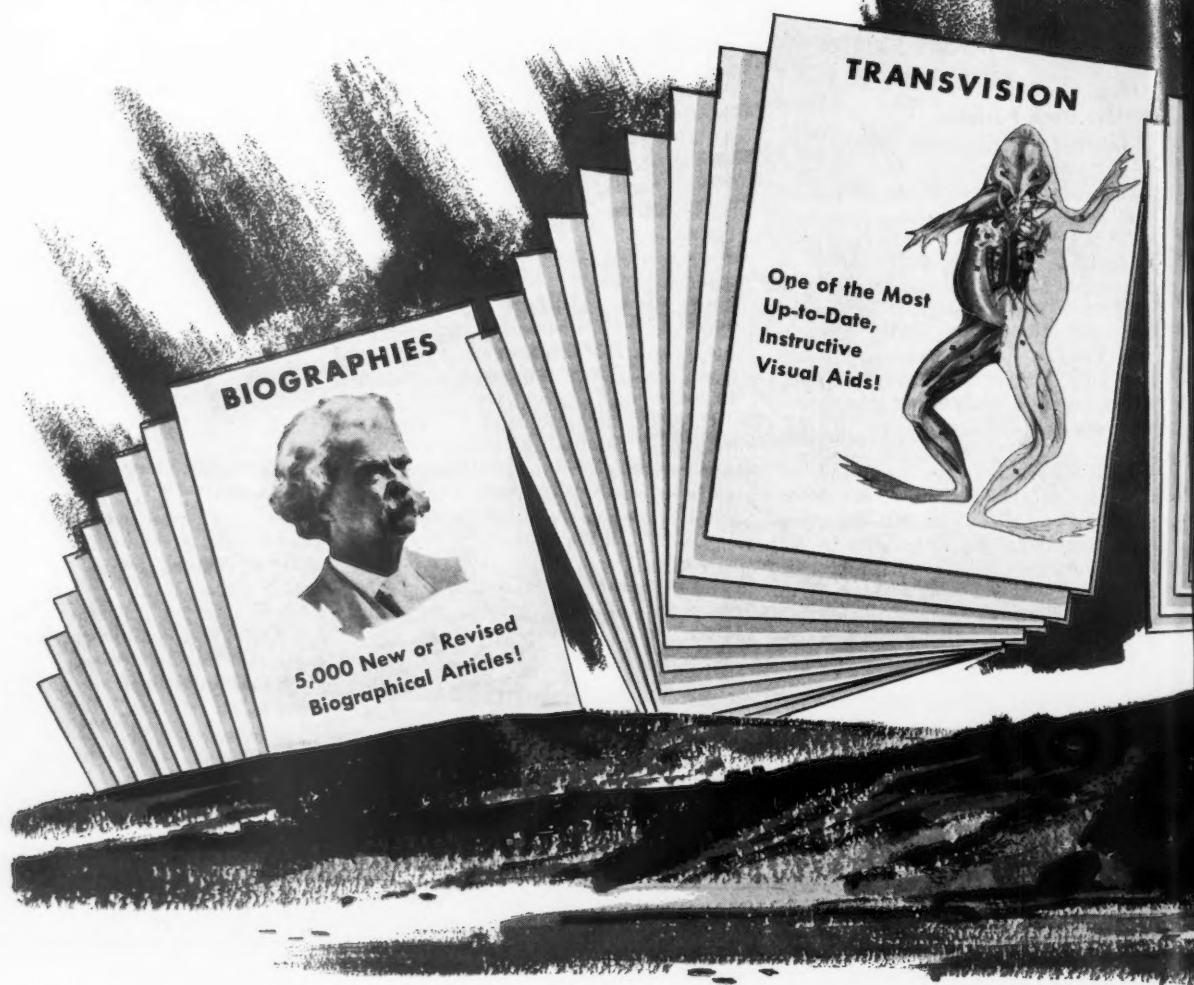
### Greece: The Land and the People

This 11 minute, 16mm. sound film is available in color at \$110 or black and white at \$60 and seems especially suitable to intermediate grades. It depicts modern Greece as a predominantly agricultural country raising crops indigenous to its Mediterranean climate and facing many serious problems. This film outlines the nature of these problems and shows the many steps that have been taken to cope

(Continued on page 8)

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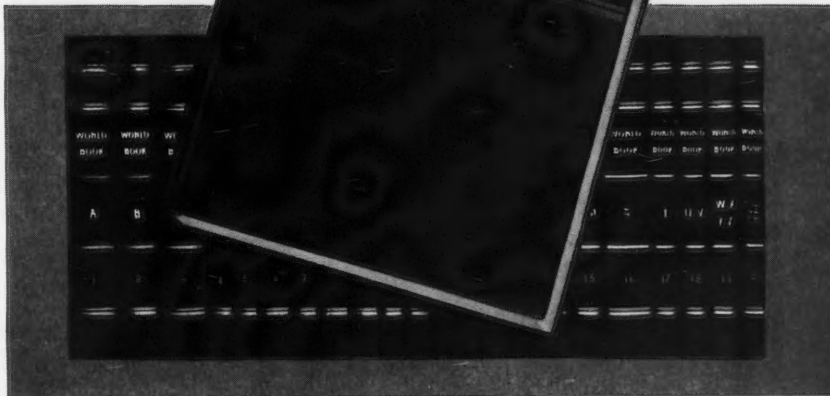


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## Evaluations of AV Aids

(Continued from page 5)

with them. We see how agricultural productivity is severely limited by erosion and lack of proper conservation over the centuries; how small primitive farms contribute to low productivity, and how a shortage of raw materials, power, good highways and rail transportation have limited industry and manufacturing.

The film shows that the activities the Greeks have undertaken to correct the situation include conservation and reforestation, extensive systems of irrigation, improved farming methods, and better education and

equipment and points out how these have resulted in a slowly rising standard of living.

Filmed in Greece, this motion picture is a study of the people and their relationship to environment — on farms, in cities, in the steep, craggy mountains, at work on their fishing vessels, in the mines, and small factories. We see them going to market and we see their children attending modern elementary schools and later universities in Athens.

### Boats: Buoyancy, Stability, Propulsion

This 13½ minute 16mm. film which is available in color at \$137.50 and in black

and white at \$75 is designed to meet the needs of junior high school science classes. It presents the physical laws which make water transportation possible. It opens with a review of Archimedes' explanation of how objects float in water, pointing out the factors involved in relative stability and the principles and methods of propulsion. The film also shows how a submarine submerges and rises and relates these phenomena to principles of buoyancy.

Archimedes' principle is illustrated in the laboratory to demonstrate the relationship between weight and water displacement. Animation furnishes illustration of the principles of stability. Photography of various kinds of boats used throughout history, from the canoe to the "Nautilus," shows how methods of propulsion have changed.

The treatment covers the most important points of the entire subject matter clearly and impressively.

### LIFE FILMSTRIPS

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### ENRICHMENT TEACHING MATERIALS

246 Fifth Ave.  
New York 1, N. Y.

### American Documents Recorded

How teachers can help students to better understanding and appreciation of major events in American history is a matter of great concern in today's schools. The *American Documents on Enrichment Records* as described in this section of the January CATHOLIC SCHOOL JOURNAL attempts to meet this need. These have been followed by four additional American documents on records.

*The Mayflower Compact* and *George Washington's Farewell Address* back each other on one record; the *Monroe Doctrine* and *F. D. Roosevelt's Four Freedoms Speech* are coupled on the other new release. A transcription of President Roosevelt's actual presentation of the speech (excerpted) is heard on the last title.

(Concluded on page 10)

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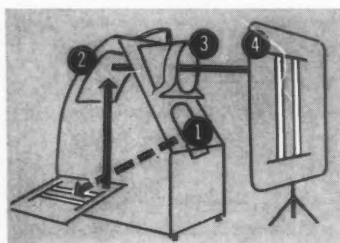
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## Evaluations of AV Aids

(Concluded from page 8)

These four documents play on two non-breakable 12-inch 33 $\frac{1}{4}$  r.p.m. (long play) records available to schools at \$5.29 per record. Each recording effectively presents a single historical document, either in whole or in part, read by a trained artist. In addition to the document itself the recording also includes:

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This section of the series uses pictorial maps to explain the route, and the major construction areas of the Seaway. Dredging operations and the various stages of lock building are shown. This attempts to show that the Seaway was the most tremendous earth-moving and engineering project that was ever undertaken.

#### III. GREAT LAKES SHIPPING

Using Milwaukee's port as an illustration, this story discusses the many kinds of incoming and outgoing cargo, the kinds of cargo handled, and the difference between lake and overseas trade.

#### IV. GROWTH OF A HARBOR

Again using Milwaukee's port as an illustration, this story discusses the harbor and its trade from the days of the early schooners to the present ocean-going vessels. It contrasts ship loading and unloading in the early days with present modern facilities. It also shows how great changes have taken place in the ships, the harbor, and the kinds of cargoes handled.

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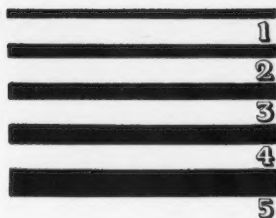
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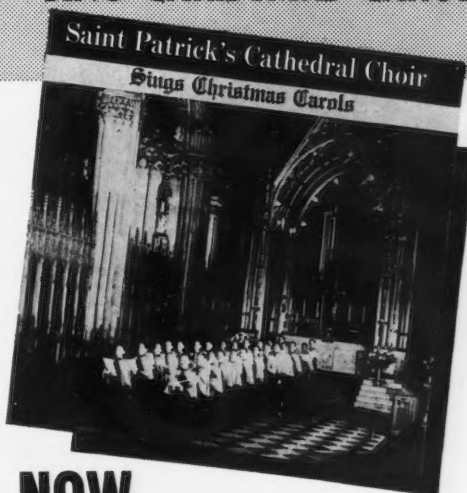
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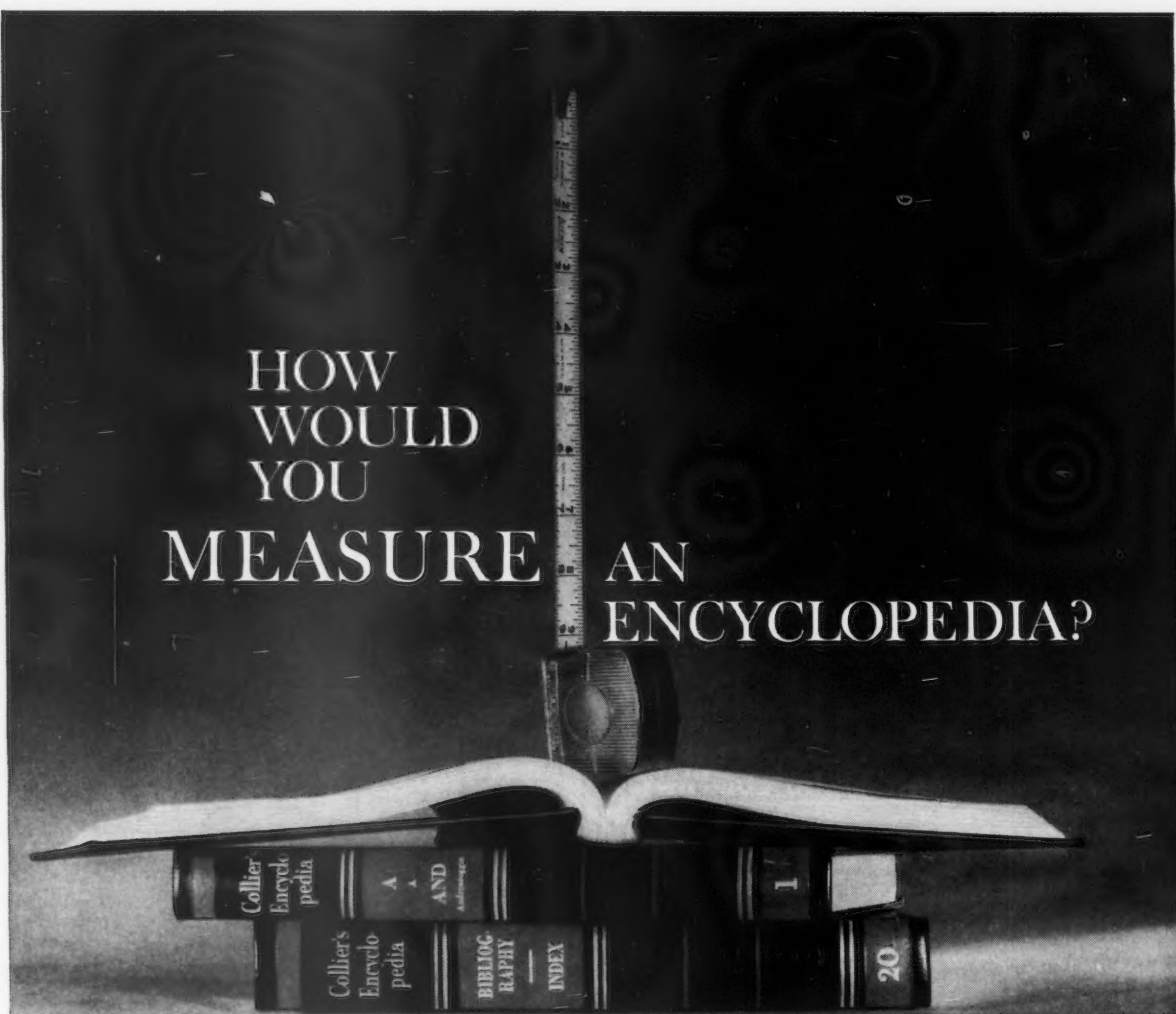
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# Understanding the Adolescent

By Sister M. Lawrence James, C.S.J.

Divine Infant Convent, Westchester, Ill.

■ There is a span of life between childhood and adulthood when the individual is neither an adult nor a child. This period is called the teen-age years. The changes which come over our youngsters during these maturing years will greatly influence their reactions. The adolescent's behavior will depend on his physical structure, his rearing, his process of adjustment, and his environment. When all these factors have been studied, then, and only then, can we consider the problem of behavior.

Burt defines a delinquent as a child whose "antisocial tendencies appear so grave that he becomes, or ought to become, the subject of official action." He states that delinquency is a problem of sociological rather than psychological factors. Today, however, it has been admitted by most authorities that psychological factors do play a large part in the life of every delinquent teen-ager, so that instead of locking him behind bars as a criminal, he is placed under medical treatment.

The first step in this important direction was the organization of juvenile courts. It has been the duty of these courts to take care of the youthful lawbreaker, who needs understanding and protection, rather than punishment.

Many theories, endeavoring to explain why some teen-agers go wrong, have brought confusion to the minds of parents as they try to find out the causes and methods of treatment in this field of child

behavior. In the early part of the century an Italian criminologist by the name of Lombroso claimed that criminals have certain physical peculiarities, such as a low brow or a heavy-set jaw. By scientific study this theory was proved false. Recently we have statements showing that a child accused of a crime tends to have a low I.Q. This is not always true, because these statements are based on the records of only those who have been caught by the police. The more intelligent child will go free because he cannot be discovered.

The popular theories of delinquency today are: the teen-ager is not emotionally matured; he lacks security because of unsatisfactory relationship with his parents; he is not able to meet the demands of society because of unfavorable conditions in the home and neighborhood; and lastly, he has his own personal handicaps and liabilities. All these have a share in making a boy delinquent, but they do not give one a clear picture. Delinquency is due to a failure in building up the child's character. As all, especially teachers, have observed, the delinquent cannot or will not have his life ruled by principles. Why is this? Lack of good example, faulty training in the home and in the school, a low I.Q., an inadequate emotional make-up, physical defects, or retardation in school?

A more serious problem to society is the psychotic teen-ager. We have so few places for treatment that many of these

are roaming the streets. If a teen-ager is neurotic and also delinquent, he will possess a more aggressive spirit, he will show signs of sociability and, above all, more activity. This energy and drive within him will usually end in some form of conduct opposed to the interests of society. Many delinquent characters with a psychopathic tendency have a high I.Q. This type will begin his activities against society earlier than the regular delinquent and will react in an abnormal way in his surroundings. One of his outstanding characteristics is his selfishness.

In the United States we judge an individual by his character. In our country we judge a character by his actions. Therefore we must develop specific principles in our youth; later on, more abstract ones. We must impress these truths upon the student so deeply that they will rule his actions until death.

## Teaching Values

In 1930 a Mr. Havighurst made a study on character of the teen-ager. In groups of about the age of fifteen, he studied the ideals of these youngsters. He found that those with high ideals tended to have a good reputation, but those with low standards were not necessarily marked by a low reputation. He found that the teen-ager lacked interest in the desires of society.

The teen-ager will learn the correct values from his elders and from his own

friends. Society may set up certain moral standards, but many groups in society will put a different interpretation upon these standards. The teen-ager does admire his own "pals." He wants to make an impression upon them and will follow them in the matter of dress, speech, and activities. We know from experience that any teacher who opposes the standards of these particular groups of young people will cause the teen-ager to rebel. As a teacher I have found a lack of sameness as the pupils advance in age; but I have also found that the student will obey ideas and rules that please him or his group. We must admit that a student longs to see things changed, and this attitude often will lead him to destruction rather than to moral growth.

In view of these observations it seems necessary to ground all obedience upon reason. It is only in this manner that we can, as teachers, hope to instill solid virtue in the teen-ager. The student of today should be encouraged to think not only of the things that come along each day, but to think deeply on the truths and principles which underlie modern living.

### **Cultivate Students' Interests**

Yet the teacher tries to develop the student's talents and personality. During these growing years there is a great deal of pressure upon the student, both from within and without. He is tempted to independence of thought and judgment, and he has within himself uncertain feelings or moods and impulses. His physical development, I.Q., self-control, emotions, and his ideals will have an effect on his whole being. By testing the child in order to see how he has learned from previous years to adjust himself, the teacher or parent will be able to judge whether he is suitable or unsuitable for further integration.

Battle cries and feelings of guilt will be present because of tensions within. All these conflicts will come about by his being torn between two duties, duties toward his elders and duties toward his "pals." He feels he cannot give up either, so he is forced to make two standards, if he is to keep peace on both sides. If he is a conscientious fellow, his double life will be very disturbing to him. The teacher must realize that she must be willing to let the students assume some responsibilities, not to make things worse by being overprotective. Many teachers and parents are responsible for the poor adjustments and attitudes toward God and the neighbor that their children express when going through this period of serious change.

Many teen-agers are frustrated these days. So many times a student will have a goal to reach and he is prevented from

nearing it. A conflict enters into his life. How will he react under this trial? How he will accept these splinters from the cross will determine the kind of adjustive methods he uses.

There are two possible doors that he may enter: (1) He will act with aggression; for instance he will have temper tantrums, will destroy property, or he will turn into a "bully." (2) He will withdraw, avoiding situations which make him feel unsuccessful or unwanted. I think that every youngster at some time in his life will enter these doors, but when either are carried to extreme they will cause a serious disorder in his personality. The student can develop into a neurotic or psychotic personality.

In the study of the juvenile delinquent a few personality disorders are common: (1) Schizoid—such as moodiness, oversensitiveness, extreme self-consciousness, lack of interest. Characteristics such as these may bear watching in the classroom because a student may develop into a future schizoid temperament. (2) A type of anxiety—such as fear of crowds, germs, dirt, etc. The teen-ager has a fear of being made a fool. Very often the classroom is the birthplace of a phobia. (3) Fears—a tendency to introspection and uncertainty which characterizes the teen-ager. The youngster begins to lean toward scrupulosity. He is obsessed by a "maybe." He just cannot make up his own mind about his own state of affairs.

To help the student to fight against the enemies of his personality he must be made to face realities. He must know himself. He should be taught to face all problems squarely and, above all, to accept all kinds of crosses without being crushed under the load.

### **Teach Them to Work**

One method of helping our students is to keep their minds occupied with enough work and play so that they can make the change from childhood to adulthood without too much emotional disturbance. In many of our schools we do emphasize the matter of helping the student to choose a type of work, and then prepare him for it. He should be taught how to work. Work deals with a true state of affairs and it will also teach him to be responsible. Work also teaches our students to be obedient because certain rules are laid down. These rules are laws of matter with which he must deal daily in his life.

In some of our schools there is a tendency to teach the students to use some of their spare moments in play. The danger here lies in the student's taking play too seriously. Play really carries no responsibilities, because if a game is won or lost,

there is no effect on the student's real life. It really gives nothing that another can use. The rules, too, are man-made and subject to change. There certainly is no proof that the training that one receives in play is transferred to the real thing in the working world. Honesty, loyalty, and courage, some will say, are present, but are they? They do not have the same meaning in games as they do in the world outside of play. The value of play is in physical development. It does help the student to forget himself.

### **How About Punishment?**

A very important problem for a teacher or parent is the punishment of a teen-ager for his misdeeds. Should he be punished? The question can be answered only one way. If he is a responsible person, then he can and must be called upon to give an account of his misdeeds. All actions have two properties! The act is either good or bad. It is an honor or an dishonor to the one who performed the action. A student can be held responsible only for those acts which are done by him. If the student is incapable of human acts, then he is not responsible for his conduct.

Human acts can be hindered by fear, passion, etc. These may lessen the perfection of the act. If this is true, then can we say that the responsibility disappears? Today, there is an overeagerness to release the teen-ager from all responsibilities for his misdeeds. So many people today look upon our students with a "don't care attitude." They seem to deny that our students possess such a thing as a free will.

In many of our city courts today we hear men and women of the jury making such remarks as this: "Have a heart; the kid is not well; do not be hard on him; give him another chance." They blame his home life and his physical make-up for his mistakes. No student, if proved sane, should be coddled for his misdeeds. He should not be excused from the effects of the evil he has done, just because he knows that he will not be punished because the court has labeled him "ill."

As long as a student is judged sane, no matter how he may be led into an act, he is responsible to God for his actions. Some, reading this article, may say that his responsibility is lessened because he was influenced . . . yet, if he is sane, responsibility does not disappear in a puff of smoke. He accepted of his own free will the performance of the action!

May my closing words ring out: If all our parents and teachers would teach the youth of our day to be aware of their responsibilities and recognize their talents, there would be less trouble in the world.

Audio-visuals, games, puzzles, and a staging of  
real life situations help the mentally retarded to learn

# Education for the RETARDED

By Sister Marita Imelda, C.S.

Teacher of Special Education, Sacred Heart School, New York 19, N. Y.

■ During the past decade the exceptional child and his needs, in terms of education, have become more widely known. Perhaps this is understandable in view of increased interest on the part of educators in meeting the challenges presented by individual differences. This term, "exceptional child," embraces all those who have mental, physical, or emotional characteristics that set them apart from the so-called average or normal child. We are going to concern ourselves here with only one specific type of exceptional child—the mentally retarded. Many teachers may ask, "Who is he?" "How can we identify him?"

## Problems of Identification

The mentally handicapped child is one who is diagnosed as having low intelligence (I.Q. between 50 and 75), who is unable to profit sufficiently from the curriculum of the public schools, but who can be educated to become socially adequate and occupationally competent, *provided special educational facilities are furnished*. We may differentiate between the mentally retarded and the slow learner by pointing out that the slow learner is one who can profit by regular classroom instruction, provided adaptations of instruction are made in keeping with his slow-learning ability.<sup>1</sup> He does not require a special class and a different curriculum as does the retarded child.

We cannot attach the label "mentally retarded" to a child with any degree of certainty until he has a thorough medical, neurological, psychological, educational, and psychiatric evaluation. However, there are some signposts for which a teacher should be on the alert to help her determine whether or not the need for referral exists in an individual case. Specifically, she may ask herself the following questions: On a group test of intelligence, was his I.Q. rating 80 or below? Is he deficient in the following areas: abstract reasoning, logical

memory, eye-hand motor co-ordination, initiative, originality? Does he have the ability to distinguish similarities and differences? Is his vocabulary development commensurate with his chronological age? Does he have an understanding of number concepts? Is he able to generalize, comprehend, and assimilate? Is he incapable of sustained attention and concentration? Is he socially immature, i.e., does he consistently play with children who are younger than he and does he seem unable to carry on that social activity deemed proper to the degree of his physical growth? Is he emotionally immature? Is he retarded two or more years educationally? If he should be achieving a level of 4.5 and he is achieving at a level of only 2.5, he is educationally retarded.

## Needs of the Retarded

Foremost among the needs of these children is their need to realize that they are very important to God and that we love and want them, too. This was brought

home to us very forcefully one day last year when a little ten-year-old boy, newly admitted to Sacred Heart Special Class, asked his teacher, "How come everyone in this school is so nice to us?" Their second great need is to have the opportunity to develop more fully their limited abilities so that, as good Catholics, they will be useful citizens who are socially and occupationally competent in this life and destined for their ultimate end as citizens of heaven. Third, there exists the need to train and educate these children to cope with their emotional problems, the very core of which is usually irremedial, their mental retardation.

## Provisions to Meet These Needs

We may well ask how have educators been attempting to meet these needs. For more than fifty years public schools have provided separate facilities with specially trained teachers for the educable retarded. Where public school systems failed to provide, private associations and parent groups



A daily charting of the weather teaches science and arithmetic. Note the profusion of audio-visuals.

Pretend games that imitate real life situations are an excellent method for the mentally retarded. Here children play house.



<sup>1</sup>Samuel A. Kirk and Orville Johnson, *Educating the Retarded Child*, New York: Houghton Mifflin Company, 1951, pp. 13-14.



A rhythm band is an infallible way to hold interest and attention of the retarded. It not only teaches co-ordination, but it's fun.

These retarded students were proud of the Christmas crib they built.



subsidized private residential and day schools. Universities have seen the need and have offered state certification and masters' degrees for those teachers interested in the field. The most recent Catholic university to do so is Fordham University. Its graduate school of education is developing a fine and growing program in Special Education.

In spite of many pressing problems, several dioceses have made real progress in establishing special classes for the retarded within the past five years. The *Directory of Catholic Facilities for Exceptional Children* which was published in 1958 lists 22 Catholic residential schools and 58 Catholic day centers in the United States. Through the generosity of Mr. Joseph P. Kennedy, the Special Education program which has been functioning in the New York Archdiocese since September, 1957, presently has five centers and planned for three more to have opened in September, 1959. The school centers are located in parish schools and are under the direct jurisdiction of the diocesan school superintendent, Rt. Rev. John Paul Haverty, through his director of Special Education, Mr. Walter A. Kelly.

Catholic programs for the retarded child are on the increase and much of the credit is due to the zealous work of Rev. William F. Jenks, C.S.S.R., associate secretary, Special Education department of the N.C.E.A., who has done so much to make their needs more widely known.

#### Benefits to the School

Administrators, principals, and teachers may wonder how their school population will be affected by the placement of a group of exceptional children in their midst. We speak here from experience. Provided

an attitude of acceptance is cultivated and fostered from the very beginning by the staff and transmitted to their pupils, there will be no insoluble problems.

The very presence of these exceptional children and their daily contact with the other boys and girls provides these latter with an increased opportunity to practice Christian charity and promote understanding of the problems of the handicapped. This on-the-spot training in elementary school should transfer to dealings with the less fortunate in adult life.

Generally speaking, the regular classes in our Catholic schools are quite large. There is little opportunity for the teacher to carry on a sequential program of arts and crafts. Exhibits of work done in this area by the Special Class give the children in the regular grades a pride in the accomplishment of school members. Recently, our Special Class won first prize in the junior division of the C.Y.O. Christmas Crib contest. The news was received with such enthusiasm on the part of all that it was as though the school itself had won the award. Is that not as it should be? After all, we are a part of the total picture.

Providing a different developmental program for the retarded child in a Special Class in a parochial school indirectly brings about improved instruction for children in regular classes since the teacher has no longer the burden of meeting his special needs there. The time has come to extend the benefits of Catholic education to our educable retarded Catholic children instead of requiring them to leave us to attend public schools. A recognition of the timeliness of such a program will, it is hoped, cause Catholic school systems to examine carefully the possibilities of Special Edu-

cation for the retarded and to provide the necessary facilities.

Finally, but most important of all, the Catholic school with a Special Class merits the blessing of Almighty God.

#### Benefits to the Retarded

Because the mentally retarded child needs a different developmental curriculum from that on which the course of study for the average child is based, units of learning are centered about a core program, the goal of which is vocational and social competence. In public schools the ultimate and proximate end is one of life adjustment. In a Catholic school the core program is based on the principle of the child's ultimate end, the attainment of eternal happiness, and the proximate one of life adjustment. Preparation for the Sacraments takes place in a natural setting. A child who obviously needs tremendous amounts of repetition in all phases of learning, certainly needs to be placed in an atmosphere conducive to learning to *live* his religion as much as, if not more than, those who are more blessed intellectually.

Integration with the normal child on a limited basis provides the retarded with the opportunity of meeting and coping with situations that prepare for adult life while he is still under the guidance of trained personnel. This integration stimulates normal emotional and social development by contacts and example. In many instances this integration can be accomplished by permitting some of the Special Class pupils to take certain subjects with their own age group—e.g., music, art, gym, and speech.

By placing a Special Class within a parochial school we give the Special Edu-

cation teacher the opportunity to profit from contact with other teachers who have talents in which she may be lacking. Here there can be that mutual exchange for which teaching Sisters are so famous. At the same time, it prevents her from losing her perspective. She remains a member of an educational system, not just a member of a specialized branch.

### Catholic Philosophy of Special Education

Are all of these provisions merely indicative of the specialization with which we are surrounded in industry, science, medicine, and psychology? No, rather let us view these provisions as the partial answer to problems that can never be fully solved.

It is a complying with the exhortation of Pope Pius XII, when in his address to the teaching Sisters of Italy in May, 1957, he urged them to be mindful of the child and his needs as an individual. It is an expression of Catholic philosophy which recognizes the intrinsic dignity in every child which can never be lost or diminished by any physical or mental handicap. It is an attempt to fulfill the ideal of the Third Plenary Council of Baltimore, "Every Catholic Child in a Catholic School."<sup>2</sup>

Catholic schools, by opening their hearts and doors to these children and welcoming the retarded child into its Special Class, give them a share in the wonderful heritage

<sup>2</sup>*Acta et Decreta Concilii Plenarii Baltimorensis Tertii*, Baltimore: John Murphy, 1886, p. 104.

that is every Catholic's—the right to an education founded on principles that are geared to his ultimate end; and a sense of belonging more fully to the One, Holy, Catholic, and Apostolic Church which is echoing the words of our Lord, "Suffer the little children and forbid them not to come to Me, for the kingdom of heaven is for such."<sup>3</sup> For where can we find children less gifted intellectually, and often physically and emotionally, than among these our retarded children? Therefore, should they not be our most treasured possessions and the object of our apostolate, too? Let us no longer keep them hidden but place them where all can profit by the experience of daily contact with them.

<sup>3</sup>Mt. 19:14.

## Teenage Catechists

**They are more aware of their Faith!**

**By Sister Patricia Jean, S.L.**

*St. Mary's School, Sterling, Ill.*

■ The expression in her eyes predicted that she was about to announce that she had a date or that she had received the top grade in a Latin exam. My guess was wrong. "I had my hand kissed," she said. Slightly surprised and extremely curious, I asked how this had happened. Then my sixteen-year-old friend explained that she had been downtown shopping when a little Mexican girl from her public school religion class had come running up to her practically dragging a pleasant-faced woman behind her. The child had beamed up at the girl and said, "Mama, this is my Catholic teacher." And without any warning the woman had grasped the girl's hand and kissed it.

"How can we ever do as much for them as they do for us?" she queried.

Hearing this girl's story led me to inquire into the experiences of others who, unlike their contemporaries who rush from school to a dollar-an-hour job, take on without pay the duties of a teacher by instructing Catholic boys and girls attending the public schools. What I learned was consoling.

It is obvious to anyone who takes the time to think about it that many Catholic children in public schools throughout the

country are profiting by the work of the volunteer teacher who is trying to share knowledge of the Faith with the spiritually hungry; but I am not sure that enough has been said about the benefits to the teachers. I would like to tell you what they have told me.

The source of my information is a group of twenty-three high school girls who contact approximately 450 children scattered rather evenly between kindergarten and sixth grade. These girls teach classes ranging in size from twelve to thirty. Seventeen of the girls go into the public schools after school on Fridays; three teach in a country parish on Saturday morning with two Sisters; and three others teach in a nearby parish school after Mass on Sundays. Their range of ability is from low-average to superior. Most of them are Sodalis; a few also belong to the junior presidium of the Legion of Mary. All volunteered for the work.

### Young Apostles

Their reasons for volunteering varied to some extent. One girl said that she wanted to teach religion because she enjoyed working with small children. Most of the girls,

however, stated in some manner what one girl put this way: "I am doing this because I feel it is my duty to pass on my religion to those who unfortunately cannot go to a Catholic school." Several girls gave as their second or third reason the fact that they were interested in becoming teachers and thought that the experience would help them to decide their vocations. By way of parenthesis it may be noted that a large percentage of the girls who have taught religion in previous years in our community are now preparing to be full-time teachers.

### Benefits to Catechists

All of the girls—no matter what reasons they may have had for undertaking the work—have come to realize in a concrete way the paradox of Christianity which makes the giver the greatest beneficiary in any spiritual transaction. Various benefits come back to the giver. Dark-haired Emilie said quite honestly, "It has helped me to control my temper. When I get mad at the pupils for not knowing their work, I try to remember that I was and still am that way myself." Another girl who has never had to worry about money had an experience which she said made her forget her usual afterschool ice-cream bar for a few days. It seems that one of Rosemary's first graders came up to her after class and explained quite confidentially that Bobby had paid for his catechism last week and Timmy paid for his this week and "next week it is my turn."

"That really made me think," she said. In fact, most of the girls have said that their work has made them think about life in a new way. Mary Pat, who is a junior in high school and beginning her second year

# Beauty in the Teacher's Life

By Sister M. Evangelist, R.S.M.

Assumption High School, Louisville 5, Ky.

God being the source of all beauty, the religious teacher has very close contact with all that is lovely. No one has to tell her that Nature, for example, which reflects Him is grand and tender and delicate. But as a teacher she sees other kinds of beauty.

Beauty, for the teacher, is in the innocent eyes of the first grader as he skeptically places his confidence in the primary teacher. It's in the fifth grader, who may have frogs in his pockets but love in his eyes and the seventh grader who may have stars in his eyes because life is beginning to unfold before him.

By the time youth reaches high school the vision may sometimes be farther removed, for the adolescent is very careful not to let too much of his thoughts be seen—at least by his peers. There is no more wonderful experience in the life of a teacher, however, when the teen-ager lets her look behind that curtain and see the beauty that is really there.

In the classroom the teacher looks intimately at the beauty of the human mind as it embraces truth. She knows the joy of accomplishment a student experiences when a difficult problem is solved, the grateful thanks of the recalcitrant, the song of a High Mass, the beauty of a full Communion railing, the loyalty and perseverance of the faithful standby.

There is beauty in the life of every teacher. It may be deeply hidden or for a time severely marred, but it is there—fresh, abundant, as surprising and undeserved as the other beauties that surround human life on earth.

as a religion teacher, told me: "Every Friday night as I leave the school after class, my thoughts seem to go more to the parents of my class than to the children. The pupils are doing fine. Most of them show an interest in the religion instruction. I have been very much elated over the fact that there have been many nights when we have stayed as much as a half hour past their dismissal—at their own request—going over the work sheets we did not have time to cover in class. The lack of interest is not in the children but in some of the parents. People just do not know what Catholic education has to offer." That is pretty big thinking at sixteen.

Teaching religion to others seems to make the teachers more conscious of their responsibilities as Catholics. Carol who has a class of seventeen fifth graders said, "The children you teach look up to you as someone special and as one who knows much more than they ever expect to know. I feel like I have an obligation to live up to the ideals they believe I possess."

When asked if she would advise every student to volunteer to do this kind of work, she said emphatically, "I definitely would advise every student to try to teach religion because when one sees a fifth grader who cannot say any prayers except the Sign of the Cross, one realizes the amount of help and understanding that children need." She felt that any Catholic high school student who realized the need could supply the interest and understanding.

A classmate of Carol's disagreed by saying: "It would be the worst thing in the world to ask a person to do it against her will; for if she had no interest in her work, she wouldn't accomplish much." Then she added that if anyone were doubtful that she would like teaching religion, she should just ask those who do it.

## Careful Teachers

There is, of course, the question of teaching what is correct. With proper guidance the conscientious student-teacher does not enter areas where she feels unsure of her-

self. She also has to learn to say that she will find out the answer to a difficult question for the next class. Sometimes, however, questions arise which demand an answer. One very thorough young lady got herself—and apparently her class—into deep water.

"Some of the children were confusing the Three Persons and One Nature in the Blessed Trinity with the One Person and Two Natures in Christ," she said. "To help them remember that Christ was only One Person, I told them to remember that there was only one Person walking around on the earth. Then some days later, while reviewing, I again referred to the Trinity as having Three Persons. One little girl raised a protesting hand, 'But there was only one Person walking around.' The young teacher concluded that sometimes 'adults' can complicate matters by saying too much. Reaching such a conclusion is a rather worthwhile benefit for someone fifteen years old.

Similarly one girl stated what I had heard any number of adults say; and yet, it had a new ring when I realized that the girl was speaking from her own living experience. These are her words:

"How can a child know about his religion from one class a week, brief Sunday sermons, and little if any guidance at home when I find that I, having attended a Catholic school for eleven years where religion is taught daily plus the Catholic atmosphere of my home, still find much more to learn about the Catholic faith? It all boils down to the fact that without the home as a spiritual building block, a successful teaching of religion is impossible."

It would be laboring the point to cite other examples of the benefits this particular group of high school girls have gotten from their teaching experience. I might add, however, that I have seen benefits which they perhaps have not noticed. All of them appreciate their homes more; most of them have gained a confidence which the consciousness of being needed gives to anyone; several have learned to answer aloud in class now that they have grown accustomed to their own voices speaking out alone. All of these, however, are small in comparison to the fund of grace each girl has drawn from her work of charity.

## Reassurance

For the parent or teacher or pastor reluctant to let high school students take on the teaching of religion, I would hasten to say, "Fear not." The Church has in these young people a storehouse of good which has scarcely been tapped; and paradoxically it will be the teen-age teacher himself who will find in this spiritual work of mercy food for spiritual growth.

## How a grade school Sodality works



A class meeting of 8th grade Sodalists.

# THE SODALITY:

## A CHALLENGE TO APOSTOLIC SANCTITY

By Sister Ellen Mary, R.S.M.

Immaculate Heart of Mary School, Detroit 35, Mich.

■ How can one organize an elementary school Sodality? The actual organization is rather simple after the official affiliation has been procured through the *Queen's Work*. There are many possible ways of organizing, and many forms have to be tried until a workable one for a particular school is found. In our school, the children in the fifth through the eighth grades, boys separated from girls, comprise the various units. They are divided according to grade level into as many groups as there are interested and willing moderators. These moderators may be religious or lay teachers from any grade, even from the primary grades. Our Sodality is composed of six units—three for the boys (fifth grade, sixth grade, and combined seventh and eighth grades) and similar units for the girls. Officers are appointed or elected from the seventh and eighth grades.

Each unit has one leader and four or five assistant leaders to conduct group discussions at the unit meetings. A short planning meeting of the moderator and her unit leaders precedes the weekly Sodality meeting. A bimonthly general meeting of all sodalists provides a sense of unity and gives everyone an opportunity to share ideas as well as that contagious commodity labeled "enthusiasm" by the natural man and "zeal" by the supernatural man. The moderators convene monthly for an informal discussion of the various problems they encounter in their Sodality work. The results of the moderators' meetings are dynamically gratifying. The difficult becomes easy, and the impossible possible.

An illustration of the importance and effectiveness of the moderators' meetings may be gleaned from the following example. The monthly or bimonthly private conference, which we believe each moderator must have with her individual sodalists, presented a problem to our moderators who had large units. At one of our meetings this problem was discussed, and it was suggested that the children eat their breakfast in the social hall after the eight o'clock Mass on first Saturdays (the monthly general Communion day). After breakfast one unit is responsible for providing entertainment for the whole group. During this time, the various moderators have their conferences in the classrooms adjacent to the hall. Previously a schedule is drawn up, and, with good planning, as many as twelve or fifteen conferences are conducted during the breakfast and the ensuing program. This solution was very effective in our situation. The problems will vary with circumstances, but the moderators will find appropriate answers if given the opportunity.

A theoretical explanation of Sodality organization may be fine, but often some practical examples are more convincing. The following is a brief sketch of what took place in our Sodality.

### Organizing Our Sodality

At the beginning of the year the need for funds for Sodality pins was realized. The seventh and eighth grade girls decided to give a bake sale. The results were fabulous. Not only did they raise enough money to buy the Sodality pins for the aspirants and junior candidates, but they had more than enough left over to purchase suitable spiritual-reading books and pamphlets as well as a special Sodality pamphlet file.

The feast of the Holy Rosary was set aside as Sodality reception day. On the afternoon of that feast, those who had completed one year in the Sodality received their aspirant medals, and those in the seventh and eighth grades who had been outstanding in Sodality for two years were permitted to make the temporary act of consecration. The prescribed ceremonial which followed was impressively beautiful in its simplicity. Many of the non-sodalists present at the ceremony became more interested in the Sodality, and, as a result, some even asked to join. We achieved our purposes of: first, impressing upon the sodalists the serious obligation and wholehearted dedication they were pledging to Mary as sodalists to be her helpers in helping Christ help souls; and, second, bringing the Sodality to the attention of many of our students who had previously felt that it was no more than some pious club for sissies.

We were beginning to feel that the students were gradually becoming Sodality conscious; but, with every project begun, we could feel the crippling handicap of ignorance. Parents, teachers, and others didn't really understand the Sodality way of life. A few preconceived, vague, and often erroneous ideas constituted their knowledge of it. As was the case with conferences previously mentioned, the moderators had the answer. One Sister moderator volunteered to write a play explaining the Sodality way of life and starring our sodalists. Each unit had a special assignment, and all worked together to produce a masterpiece, if not in itself, at least in its results. Parents, priests, teachers, sodalists, and Sisters from neighboring schools were invited; and the outcome was just what we wanted—a better understanding and a greater appreciation of the Sodality way of life.

(Concluded on following page)



Girls of a 7th and 8th grade unit iron and pack Christmas ribbons and wrapping for a leper colony in British Guiana.



Boys of 7th and 8th grade unit set up a Christmas crib at which offerings of canned goods for the poor are made.



Scene from "You Are There," a play demonstrating the organization and development of a junior Sodality.

## Teaching the Sodality Way of Life

Mindful of the importance of developing a deep interior life in even our youngest sodalists, plans were made for a day of recollection. Adult sodalists from a neighboring university conducted the boys' day of recollection, and sodalists from a hospital professional Sodality conducted the conferences for the girls simultaneously. Our junior sodalists were deeply impressed by their first partial "retreat" day.

The dual plan of Sodality living provides for the spontaneous explosion of interior holiness into apostolic action and for an ever increasing personal sanctification of sodalists through their apostolate—group and personal. Although children on an elementary level may be limited in their apostolic activities, they will grow apostolically if we constantly, patiently, and perseveringly try to inspire, stimulate, guide, and encourage them.

Again, concrete examples are the best means of helping others in Sodality "know-how." In addition to Sodality promotion through the previously mentioned play (a good example of group-group apostolate), these are some of the group-apostolic activities of our junior sodalists.

In their Mercy apostolate—works of mercy—various units were active in the following: making Christmas wreaths for the tables at the Burtha Fisher Home for Detroit's senior citizens; giving an hour or more each week to helping the Little Sisters of the Poor at this home; entertaining orphans at a Christmas program (group-individual apostolate).

Important as the works of mercy are, our young lay apostles have not lost sight of the universality of their Sodality apostolate. Mindful of the words of our late Holy Father, Pope Pius XII, in the *Bis Saeculari*, "Among their primary ends, Sodalists include every form of the apostolate, particularly the social apostolate . . ." they have worked hard at changing attitudes and practices in their own environment in the various phases of their daily living—home life, recreational and leisure activities, school life, and community living. Concretely spelled out this means they have worked at developing habits of courtesy among their classmates, in requesting television programs to raise their standards of entertainment, in organizing a "No Tricks on Halloween" campaign, and in promoting the Advent wreath and family rosary.

These examples of group apostolate demonstrate the variety of actions that can be carried out by the various units of an active Sodality—even on an elementary level. The personal apostolate of the budding sodalists will be as different at the individual members. However, behind each apostolic action—personal or group—there is a constant effort on the part of each sodalist to become a better Christ-bearer and a better Christ-sharer. Our work is guidance, encouragement, and inspiration. A word of caution to moderators: let the sodalists themselves initiate, plan, and carry out their own apostolic actions. This is the only way we can ever hope to form lay apostolic leaders. Such procedure must be used in their earliest formation.

A Sodality, like so many other worthwhile things, doesn't just happen. There must be much prayer and constant sacrifice to get it started and to keep it growing. If one Sister is appointed to be the school Sodality moderator, she may motivate and encourage, but she must have willing and interested assistant moderators. The concerted efforts of a zealous group are necessary to sell Sodality in a school and to maintain a true *Bis Saeculari* Sodality. Remember that our late Pope Pius XII said that it would be better not to have a Sodality than to have one that is not patterned after the *Bis Saeculari* and the Common Rules of 1910.

We are convinced that apostolic sanctity through the Sodality way of life is one way of meeting the challenge to the laity in our modern pagan world. Begin where? In the elementary school!

# Teach LOGIC in the Grades?

## Why Not?

By Rt. Rev. Msgr. H. D. Buchanan

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■ As soon as a child is able to make the Sign of the Cross and to grasp the story of Baby Jesus, we begin his education in theology. Prosody starts with Little Bo-Peep or some equally easy jingle of words. Kindergarten children can learn to count and to recite the alphabet. So, mathematics and literature begin. We lay the foundation of several deep studies as soon as any formal schooling begins—and parents who take their job seriously will begin still earlier. Why not also restore philosophy to the developing intellects? They show their capability to take it.

It is not at all uncommon to have a three-year-old trap his parents in a neat dilemma, or produce a fair sophistry to get out of a difficulty. A convert to the faith mentioned that her start toward Catholicity came when guests at her father's house were vying with each other in terrible stories about Catholics. She was playing with her doll and was supposed to be too young to understand, still less to be interested, but in her as yet unprejudiced way she was thinking, "That's foolish. Nobody could be as bad as that." Any adult can remember accurate appraisal of some arguments in childhood or early adolescence, and, alas, some sad errors from failure to analyze, as in the case of the bigots just mentioned.

### Words Can Hide Thought

To give early instruction in correct thinking is quite easy and quite useful throughout the pupil's career, in and out of school. But to do this, I had to get out my own set of logic notes, for your philosopher delights in large and complicated words requiring for their understanding an acquaintance with Latin and Greek. So when a book starts off with the difference between categorematic and syncategorematic words, the student needs a couple of years of college to know what they mean. Meanwhile, he has developed his common sense and a rule-of-thumb reasoning which makes him scornful of elementary stuff he has long known in a jumbled way, and justly scornful of a science that uses palpable untruths as its examples of reasoning.

Thus a thoroughly reputable book illustrates the four figures of the syllogism:

1. No musicians are Italians.  
All barbers are musicians.  
∴ No barbers are Italians.
2. All gentlemen are polite.  
No gamblers are polite.  
∴ No gamblers are gentlemen.
3. Some books are not edifying.  
All books are interesting.  
∴ Some interesting things are not edifying.
4. All business men are self-confident.  
No self-confident men are religious.  
∴ No religious men are business men.

Only a serious-minded student will be able to recognize values under this tripe, which is neither sensible nor interesting. The author himself has led the expression of contempt for the subject by such inane treatment.

The ancient proof of Socrates' mortality is hardly thrilling to a modern youth, but at least very likely it was tossed out with a grin by the teacher who first used it, and received with amusement or resentment by the class. That example should have been dropped more than two thousand years ago, but at least it made sense.

### Detecting Falsehood

My first experience in teaching formal logic was with the Newman Club of Tulane and Newcome Universities. To construct an example of the syllogism I requested, "Give me a proposition." One of the boys complied with, "Carol has a quarter." I did not ask what was the joke but the hot New Orleans night immediately suggested the development:

All who have money must buy for the class accordingly.

Carol has a quarter.

∴ She must buy five cokes.

Carol answered that she needed carfare home. That was the correct refutation—a particular negative contradicting a universal affirmative. But was her contradictory a true one? "Not at all," said the others. "She has a perfectly good thumb. She can easily get a ride home," etc.

Carol's responsibility to the class was debated at length and each argument given its place in the text. At least they were all alert and interested.

Or we might start a class: "What did you have in psychology today? Let us see how his statements look in a syllogism." With such examples, what was supposed to be an hour's class generally went three, when the janitor put us out, and we might continue a while longer on the steps outside. This without any scholastic credit, just an interest in formal logic presented with immediate application to their problems.

The next opportunity of introducing logic was in a class of high school seniors, and as English was not the native language of the pupils, I had to begin simplification, which is no small matter when the subject was originally learned from the usual textbooks.

My prize pupil turned in a first-class paper on the assignment: "For each of these, put into a single syllogism and discuss the arguments: (1) Declaration of Independence; (2) Lamentation of Jeremiah; (3) Kipling's Ballad of East and West." That indicates the objectives of the course: to make a student able to analyze a writing for cold reasoning and consequently to recognize and appreciate the underlying theme.

### Learning to Think

Next I undertook to simplify sufficiently for grade school, for children having little more than a TV "western" vocabulary. This has continued for nine years. Since my teaching must be all mixed up with handling a large and fast growing parish, frequently the chapter was composed and reproduced for the class in the final minutes, and in spite of good intentions big words would stay in. Soon reports began to trickle back from high school:

"Why, geometry is just all 'Barbara,'" announced one enthusiastic logician a year after completing my course. Parents reported that the children were getting too pat with their home arguments, teachers commented on better compositions, and, both consciously and otherwise, students had more confidence in tackling their courses and in fronting opponents.

Once, after I had carefully worked out exactly what was wrong with a fairly specious argument, I read the matter to the class, expecting to ask leading questions in the hope that some could work out the error, but one 13-year-old boy stood up at once with, "He's got four terms in his syllogism. His middle term is analogous."

That, of course, was exceptional, but there are likely to be one or two some-

where around that quality every year. Of course, it is clear over the heads of some, and there are others who make up their minds they will *not* learn it—about a third draw “F” on their finals—but twice I have heard of boys of this type later who laid it on their younger brothers not to make the same mistake.

The final hurdle was cleared when a kindergarten teacher took logic to her charges. Calling four children up in front, she turned one of them around with his back to the others and asked, “Which one is different?” That was easy. “But he’s still a boy, isn’t he? He has the boy-nature, that is what makes him a boy and not a rabbit or a pigeon. It is just accident that he is turned around. Accident is anything that can happen or not happen. Nature is always the same. He will have the same nature and still be Johnny when he is a big man, though all the accidents will change.” Nature and accidents are repeated enough during the year that the distinction is firmly established.

Once when the teacher remarked brightly at the end of recess: “We’d better all go in out of the sun or we may turn into sunflowers,” a five-year-old philosopher gravely set her right. “We can’t. That’s not our nature.” That is enough for the first year, but it is no small item when we consider how many people have gone astray for failing to distinguish between these two fundamental concepts.

### More Tyranny of Words

We go on in later grades and get the children ready for a quick review in the eighth grade and plunge into the syllogism. Since it was intended for a Catholic school, we use the Bible as a main source of illustration; the reasoning is plain and accurate. And we take some arguments direct from Catholic apologetics. This has been critized, but we have to have examples from somewhere and there is no reason for shunning a subject interesting to this particular class. Since evolution furnishes convenient examples of fallacy, we have drawn freely on that.

Always, we seek to uphold the meaning of the word *education*, “to lead out,” to make them stretch.

I was interested and pleased when Dr. Willis D. Nutting of Notre Dame commented concerning my eighth grade class, “You do not talk down to them at all, you lecture as though you were talking to a class in college.” But I am bound to add that I was much more careful of big words than when I lectured to the Newman Club at Tulane, having in mind a story told by one of my seminary teachers, who, as a youngster, had taken home his books, and his older brother, a truck driver, inquired, “What th’ell is this physiology?” Thinking that for once he had something on big brother the student airily replied, “Why I don’t think you’d know much more if I told you.”

“Huh! If you can’t tell me in words I can understand, *you* don’t understand and are just kidding yourself.”

The youngster had sense and humility enough to make the test, and found that he did not know half as much about his year’s work as he had supposed, or as his rating on examination gave him. He spent his vacation rewriting his notes and largely as a result became a very clear lecturer.

### Results Are Rewarding

As to teaching method: I rush the class through the first two parts, logic of the concept and logic of the judgment, bringing as many interesting examples as I can find, especially of fallacies, to refute. Then I give a complete review more elaborate and thorough than the first time over. This usually brings us to the Christmas vacation, another quick review, and we tackle the syllogism, using the same process, over twice, and then into analysis of whatever comes handy; lessons of the days in Lent, articles from our own *Parish Bulletin*, proofs from apologetics, reprints by hektograph or offset, or other matter, especially articles that contain obvious errors which the students enjoy refuting.

In the first part of the course the girls average far higher rating than boys, in analysis it is the other way—with of course many exceptions both ways. On the whole the results have been quite satisfactory.

## Music Education vs. Entertainment

■ Music education in Catholic schools has made many great strides forward since the war, particularly in organizational aspects, and in regard to the amount of thought given to it by administrators. Nevertheless, the fact that programs in music education are planned in greater detail and that these programs reach more children than programs of former times does not warrant the assumption, so often made, that music education of our day and age is dealing effectively with its problems. First of all, we must measure the program against the raw material with which it deals. Second, we must measure it against the goals it seeks to attain.

### No Background in Music

In regard to the raw material, a very

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special situation exists which makes music education subject to certain limitations. Children do not come to school with the background in music which they enjoy in language. From the time they are able to express simple ideas until they enter school at the age of five or six, they gather an immense amount of experience in using their language, and when they enter the formal program of studies, they are able to begin the work with spelling and grammar which will make them literate. Not so, however, with music. It is a rare child who comes to school with more than a passing glance at a printed page of music as his only idea of the printed language

of the art, and in many cases the child has no familiarity with the notation of music until a very advanced age, usually eight or ten years. At the time when he is beginning the study of music, he already has a considerable background in language, numbers, visual arts, and other fields. Music, therefore, lags behind the other subjects, and in nearly every instance, never catches up.

Music education, therefore, cannot be treated as merely one of many subjects of the curriculum. It is, in fact, what we may call a low element of the “profile,” and the child will usually show an enormous gap between his knowledge and techniques in music and those in other fields. It is unrealistic, therefore, to plan the music program as though it could move

at the same level and same pace as do the programs in other subjects. The child will learn music more slowly and less thoroughly, hour for hour, than he will learn other subjects, laying aside inequalities from other sources.

In regard to the goals sought by the program in music education, we must distinguish between the ideal goals often envisioned by music educators, and the real goals which are attainable under present conditions. Whether we music educators like it or not, we do not at present have a preschool environment which can produce a child with experience in music which in any way approaches his experience in language or other fields; moreover, we are unable to provide a school program which can make up for the lack. Whether we can do something in the near future to correct either situation is entirely beside the point. Here and now we are faced with choosing attainable goals for our programs which will not sacrifice quality or idealism.

### Performers Are Scarce

It is a hard thing for many music educators to admit, but it is presently out of the question to try to make every child a participant in some aspect of performing music, even on the elementary level. Unfortunately, this is what most programs in music education try to do. The rhythm band and the preinstrumental class are two examples of the trend. Such a concept is difficult to defend, for under a program which emphasizes "participant" activities, the amount of time given to individual instruction and lessons in techniques must be enormous in order to produce results of a minimum standard of proficiency. If, as is usually the case, the child is left to himself for nine tenths of the class period except for the very general instruction to the group, he has no chance of having personal faults he may develop eliminated by individual instruction. His experience in the music class over a period of years amounts to making sounds on pseudo instruments which have no more relationship to the sounds of great music than those which emanate from the barnyard, except that they have a rhythmic organization of sorts. Then, too, the bigger the class the less possible real music making becomes, for the artistic value of the result becomes microscopic or nil, due to loss of control over the individual efforts.

We are not going to make a nation of amateur performers, therefore, unless we consider soloists on wood blocks and paper kazoo as falling into this category. Performers will still be trained through private lessons, and these are usually outside

the field of classroom music, except in those rare cases where classes are no larger than three or four children . . . usually found only in exclusive private schools.

The two defenses most often heard for rhythm-band projects and the like are these: (1) that the teacher will be able to discover talented students for future assignment to private teachers, and (2) that the rhythm band will bring the student to love music and take an interest in it throughout his life. Now it may be true that children with good rhythmic co-ordination and a flair for following directions can be discovered through the rhythm band, but it does not take the years of rhythm-band projects commonly applied today to find these few potential musicians. As far as the influence of such experience on the child's future love of music is concerned, there is reason to pray that it may not be much, for the mutilated excerpts from classical masters, the trivial little ditties, and the distorted folk songs which are used as background for the rhythm band cannot convey a sense of taste, proportion, or knowledge to the unfortunate children upon whom they are inflicted.

### Provide Listening Experience

Since music education, therefore, cannot be expected, under existing conditions, to produce a nation of amateur participants of any artistic value, it is well that the program be drawn up with this fact in mind. What we really must do, if we are to fulfill our obligations as educators, is to provide the child with the type of *listening experience* and the kind of *knowledge* which will give him the opportunity to become an adult music lover of taste and perception. Participants in the making of music will continue to come from private studios, but we may hope that the provision of an adult population with sound musical taste and understanding will also provide an encouragement which will raise the level of participation.

Training our children in the true values of taste, perception, and understanding is not easy. It requires trained teachers who have the qualities they wish to impart firmly established in their own backgrounds. Unless, for example, the teacher can make intelligent comments about the classical symphony, as contrasted with that of later years, or unless he can readily recognize the themes of the major works of the great composers, there is little he can offer as a start. The usual clichés about Mozart's genius as a child, Beethoven's deafness, Schumann's eccentricity, etc., accompanied by recorded examples of Mozart's overworked *C major* piano sonata, the theme of the *Moonlight Sonata* of

Beethoven, and such chestnuts does not constitute a real program of guided listening. Some opportunity to hear masterworks on a long-range plan, coupled with genuine imparting of information about the music itself, rather than romantic anecdotes about the composers, must be attained.

### We Need Trained Teachers

One of the obstacles to the creation of a better musical climate in our schools is the inadequacy of the training given the teacher. It is no wonder that, faced with the problems of teaching music without an adequate background in the field, the teacher resorts to a plan which is easy for a person with a sketchy training: that of making the music period into a recreation hour. The children usually enjoy the music program, not only because there is usually no homework for the course, but also because it serves as a kind of respite from the "more difficult" subjects. The opportunity to beat a drum or pound a triangle for a half hour or so, or to dance around the room to fragments of Beethoven's *Fifth*, will prove satisfying to the child's urge to use up energy, and it resembles the recess period enough to make it fun. The fact that nobody learns anything of lasting value is beside the point to the weary teacher. He at least gets through the program on the basis of the modicum of training he has. To be sure, there are other aspects to the music hour, particularly in the Catholic school: training in chant, the singing of folk songs and the like, but unless this is combined with training in sight singing, the whole thing amounts to little more than rote-song work on an extended scale. Moreover, there is a deplorable tendency for Catholic teachers to give the impression to the children that Church music is of greater musical value than, for example, the classical symphony, merely because it is written for the Church. This nonsense serves, in some cases, to warp the viewpoint of the children who might otherwise gain something from the study of chant and other fine Church music.

In general, then, the problem is in the hands of administrators and supervisors, for the road to a solid method is marked out for them in terms of better training for teachers and a down-to-earth, bread-and-butter attitude toward real musical values of taste, perception, and factual knowledge. Unless we can move forward on these lines, the extension of music-education programs to the unprecedentedly large number of children now in school will result merely in the extension of self-satisfied mediocrity to precisely the same large number of adults, ten years hence.



# SCIENCE

## IN CATHOLIC EDUCATION

By Sister M. Cecelia, O.P., M.S.

Dominican Convent, Stone, Staffs, England

■ The latest applications of science are always given prominence in the news and are frequent topics of conversation. Science brings to men an increase of power, but with increasing power comes increase of responsibility, and should come increase of human dignity. Yet outside the Catholic Church there has been no evidence of increasing responsibility, quite the reverse. It is no easy task to shoulder responsibility, and the attempts of some modern philosophers to relieve man of responsibility have succeeded only in depriving him of his humanity—for man's dignity lies in this, that he alone in the universe is capable of triumph or failure, of sin or sanctity, since man alone can answer for his actions.

### Elementary Science Is Fundamental

All Catholic educators must be conscious that the problem of science deserves careful consideration. It is not sufficient to teach the scientific facts in the laboratory as any purely materialistic scientist might teach them, and then in the classroom teach the truths of Faith. Our Catholic teaching of science must be a conscious reaching out to the one truth, which is God revealed to us in His creation.

Let it be clearly understood that Catholic scientific education has nothing whatever to do with the training of technicians or science specialists. Doubtless a reasonable proportion of our Catholic youth will be absorbed into industry as technicians, while

a smaller number will pass on to the universities to become specialists in some branch of science. These will be greatly helped by having had a sound basic science course, but the school science course for the lower grades must be planned to educate all the pupils regardless of their possible future careers.

### Avoid Materialism

A second danger is that of taking a purely utilitarian view of science. The public is being constantly reminded of the new and varied articles that science is daily placing on the market, but the fact that thousands of men and women have to be employed in order to create an artificial need for these articles is not being broadcast. We are told how science has raised the standard of living, and this is true and in itself good; but few stop to consider that this is resulting in an increasing number of Christians living in such comfort that they dare not accept the challenge of Christ to take up the Cross daily and follow Him. One of the alarming outcomes of the wholesale application of scientific discovery to everyday life is that the "tempo" of living has increased to such an extent that many young people can stand up to the racket only by consuming more and more of those drugs this same science is producing. Perhaps the greatest practical joke played on our intelligence in the name of science is the hurtling into

space of earth satellites. Obviously none of this has any value in the education of Catholic youth. The tragedy of our age is that at the moment of our greatest scientific discoveries we have substituted technology for science.

The aim of our Catholic science teachers must be to train the intellect of the young so that they can see the universe as a whole, as it really is; the mighty laws of nature as emanating from the divine will, for, in the words of the Holy Father: "What indeed, are these mighty laws of nature if not a shadow, and in some sort a faint image, of the depth and immensity of the divine plan in the vast cathedral of the universe." Surely, then, there is a grave obligation on all Catholic science teachers to show their pupils to the best of their ability, the design of the universe as a whole and of man's part in the universe, so that while they impart the fundamental principles of science, they instill that sense of reverence and wonder at God's gifts to man which leads to the recognition of individual and social responsibility to use all in accordance with the divine law. Only so can we hope to save the world, and souls, from that total physical and moral destruction which threatens from the sinful application of modern scientific discoveries.

### Stress Accurate Observation

The method that must be adopted must, of course, be scientific from the start in

the lower grades. Children quickly appreciate the fact that science can deal only with those things that can be seen, touched, or detected by the senses, or by some sensitive instrument designed to aid sense perceptions, provided that they are brought into direct contact with nature in the field or experiment in the laboratory, and are not expected to learn their science directly from a textbook. Simple observations and experiments lead to some theory; this theory has then to be tested by further experiments which, in their turn, lead to further deductions. The young pupil must first be taught to use his or her eyes and then make some accurate record in writing or diagram of what has been observed. Large clear diagrams and short accurate descriptions together with a faithful record of all results and measurements taken at the time of the experiment is a very important part of the child's introduction to scientific method. The scope of the observations must necessarily depend on the situation of the school, but it should, whenever possible, include observations made in some natural environment such as the field, the woods, the seashore, as well as simple laboratory measurements and experiments.

A valuable introduction to scientific method can be made through elementary chemistry. The pupil can be set to take simple compounds to pieces and to build up new ones. For example: oxygen can be obtained by the action of heat on various compounds and can be recognized by its power of relighting a glowing splinter. Carbon can be produced from the carbohydrates. Now start building up. The carbon is burned in oxygen and the gas formed passed into limewater so that it can be recognized again. The class is now asked: "Is the carbon really in the gas?" This starts a new set of experiments; this gas that turns limewater milky is produced from various carbonates, and finally the carbon is regained by burning magnesium ribbon in the gas. Now the children must be given a new lead; they are told to breathe down a tube into limewater. The discovery that they are themselves breathing out this gas made from carbon and oxygen starts a new series of questions. Yes! they have all eaten sugar or starch but where did they get the oxygen? Were they any warmer after a meal? Do other living things breathe? and so on through a series of investigations. All these simple experiments can be carried out by the children themselves and in the doing of them they find enormous pleasure while all the time they are advancing in manipulative skill and power of observation and are learning the right kind of deductions to make from experiments.

A year spent in some such series of simple experiments together with observation on living things in the field and laboratory, and simple physical measurements prepares the child to set out the following year on more systematic study of the universe with great enthusiasm.

### Strengthening the Foundation

Space here permits only a brief sketch of activities for the next three years. The second year can be given to solving the problem: What purpose do plants serve in the universe? The aim of this work is to demonstrate the wonderful order to be found among created things, the dependence of plant life on the simple inorganic chemicals, the interdependence of plants and animals, and man's dependence on both plants and animals for his mode of living. The scientific facts that must be worked out are:

1. How the plant structure is fitted for the building up of organic materials from the inorganic chemicals of the air, water, and soil. How this organic material is stored in special plant organs where it serves for the nourishment of man and animals. How plant decay has provided man with coal from which innumerable products are obtained. Other uses of plant products such as timber, cotton, linen, and paper can also be brought in.
2. How the plants convert light energy to chemical energy by the process of photosynthesis which may be used almost immediately or may be stored for centuries. This process is the main source of the world's energy with the exception of hydroelectricity and in the future, perhaps, atomic energy.

The second year's work will, therefore, have to include a thorough botanical knowledge of the externals of plant structure together with the processes of pollination and fertilization leading up to seed formation. It will also be necessary to teach the chemical nature and properties of the air, acids, bases and salts, solutions and solubility; while the physics will have to explain osmosis, capillarity, diffusion of gases, and the elementary properties of light including reflection and refraction and color formation.

The same method can be applied to the home on the running of which science has had a very direct influence. All young people should understand the fundamental principles of such everyday essentials to town life as water supply, the sewage system, gas and electricity in the home, and the gasoline engine. Of course it is possible for a girl to use all the modern devices of home life quite mechanically. She may turn on switches to light a room or polish a floor, she may open canned food or talk to her friends on the telephone, she may spend an afternoon in a car or looking at the television, and all the time she may be ignorant of the working of any of these

things. But I think it is more in accordance with human dignity as an intelligent creature that our girls should have a reasonable knowledge of the applications of science to daily life.

The wife and mother is responsible for the health of the family, hence our science course would be very incomplete if it did not include adequate and sensible instruction on human physiology and hygiene. So much ill-health and unnecessary suffering is caused by wrong feeding and lack of ordinary bodily care, and this could be avoided if the mothers of the future studied the workings of the human body and its needs while still at school.

If physics and physiology find their places in a modern home, it is impossible to live one day in our modern civilization without using the products of chemical industry, while our own bodies are the most wonderful of chemical laboratories; hence some time should be given to outlines of industrial chemistry and biochemistry.

### Human Knowledge Is Limited

Whatever scheme of general science is adopted, it can hope only to give an outline picture of the universe, for not only is time limited but the minds are still young and immature. Nevertheless, this outline can serve as a framework into which can be fitted the further scientific knowledge that will be acquired in later years.

Of the origin and development of the world we can teach little with certainty; we know that there have been changes throughout the ages as God created time, and time is a measure of change. But in whatever way the world has developed and into whatever it will develop, all is in the power and design of God who dwells not in time but in eternity.

We who would teach cannot do better than ponder on the words of His Holiness the Pope, our common Father and Vicar of the Eternal Wisdom: "This is the Wisdom that knows and measures each smallest atom with all its energies, assigning to each its place in the compact structure of the world. This is the sovereign Wisdom, whose glory penetrates the whole universe, and is seen in all its splendor in the firmaments of the heavens. . . . With the wonders of that Eternal Wisdom before them the inquiring mind turns at length to humble adoration. They feel that there lies before them a splendor of creation in which the hand of man had no part, which it cannot imitate, but in which it can perceive a sudden flash of omnipotence. . . . The human mind must echo the cry 'O the depth of the Wisdom and Knowledge of God how incomprehensible are His judgments and how unsearchable His ways?'"

**EDWARD A. FITZPATRICK, Ph.D., LL.D.**

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## Editorials

### SCIENCE, TECHNOLOGY, AND EDUCATION

#### NO. 1: SOME COMMON SENSE

If there is one thing that is needed in the discussion of science, technology, and education it is balance. It is a recognition that the products of technology are not all of life and "research and development" of useful products, even military ones is, not all of education, nor of higher education. There is even need for a more fundamental condition: the need for honesty and frankness in the analysis of the situation. Perhaps one of the most frank and common sense discussions of the situation is by Dr. Merle A. Tuve of the Department of Terrestrial Magnetism of the Carnegie Institution of Washington. He was the principal dynamic force in the development during the war period of the proximity fuze which is regarded with the atomic bomb and radar as a great contribution to the victory of the Allies. Dr. Tuve, consistent with his own interest in the dispassionate and objective dedication and search for truth, returned to his work at the Carnegie Institution instead of accepting the many tempting offers of industry that must have come his way.

Dr. Tuve states the situation in an address to fellow-physicists thus:

1. Since I am a physicist you probably have catalogued in your mind the various points you might expect me to emphasize about technology and research policy.

2. You might expect me to call for a further great expansion of science and research in our universities as a basis for

the defense of the free world. I should then proceed to frighten you with fresh statistics on future atomic devastation in order to prove that our country urgently needs a whole new array of automatic devices for the destruction of planes or ships or submarines or other people's cities.

3. Next I should point out how necessary it is for so-called civilian scientists to be in charge of the technical work on all military and atomic developments of modern technology, operating, of course, on their own budgets in civilian laboratories, and these preferably with university connections.

4. You also expect me to point out that the situation is desperate for technical and scientific manpower, recommending draft deferments for all technical students and large scholarship funds.

5. I should, to fit the public estimate of physicists, then claim that it is vital to maintain and enlarge the military contracts for research at our universities, and vigorously protest that we must subsidize post-graduate students in science as a defense measure, just as we do our military cadets.

6. Finally, I should make you understand how important it is to expand federal appropriations for projects in basic research to five or ten times their present dollar level in order to insure that future technology, especially military technology, will have some unexploited facts of Nature on which to build.<sup>1</sup>

This, Tuve calls a "caricature" of a physicist "made up of the most blatant and conspicuous features of the many proposals which have been publicly

<sup>1</sup>From *Physics Today*, January, 1954, p. 6. An address before the Public Affairs Institute of the University of Virginia, July 9, 1953.

argued by various individuals." These statements represent "a widespread and destructive misconception of science and research." They have, too, produced "great confusion with regard to the basic functions of our institutions of higher learning."

Happily few Catholic institutions have been affected by this eclipse of the main functions of colleges and universities, and the great temptation of federal funds should be resisted unless there is an imperative national need which, because of special personnel or special equipment, makes it possible for the school uniquely to serve the nation. The Catholic institutions have been protected by the fact that they have received few projects and little or no subsidies. We should, however, repeat the old prayer: "*Lead us not into temptation.*" — E. A. F.

### SMALL CLASSES AND CATHOLIC SCHOOLS

#### NO. 5. AN EIGHTH GRADE STUDY

Father Mennite's study of the relationship between class size and pupil achievement was based on the records of selected eighth grades in the office of the Diocesan Superintendent of Schools of Harrisburg, Pa. It includes 24 classes which ranged in size from 26 to 55 pupils and includes a total of 900 students. The median size class was 36 pupils. On this basis some people (the N.E.A., for example) would say that there were no small classes in the study.

The result of the study generally is that no significant relationship was established between the size of class and pupil achievement as measured by diocesan examination in six subject fields; in the subject fields of language and religion a significant relationship was found and it is in favor of the large classes. In interpreting the results three cautions should be observed: (1) the examina-

tions may not be a valid measure of pupil achievement; (2) the lack of relationship between the I.Q. and examination scores may cast doubt on (1); and (3) some classes may have been conditioned for the examination.

In terms of past research, the author is inclined to agree with Irwin's statement that "apparently the nearest approach to the truth in a single statement is to say that the results of these investigations indicate that the size of the class has little, if anything to do with educational efficiency measured in terms of pupil achievement."

The statistical analysis of the study is interpreted as showing no relationship between class size and pupil achievement, and if there be any, it is with the larger classes. In this respect the studies agree with past research but they note what is lacking to all studies, inability to control the variable of teacher ability. He says that in the final analysis one cannot but agree with Howard Blake that teacher ability "is an important variable which has not been adequately controlled in past studies and it is not possible to attribute findings solely to class size in experiments which do not take teacher ability into account."

The author in his "conclusions" makes a number of significant statements which might constitute a good basis for a staff meeting of the superintendent or of a faculty meeting in a large school:

1. Study of class size tends to bring to the front the more important problem of teacher ability.
2. The study agrees with past studies "that the claim that smaller classes make for superior achievement is hardly valid. Therefore the small class must be justified by other claims made for it."
3. "There is no evidence that it is better to have small classes rather than fewer and better teachers."
4. "A mediocre or poor teacher is a mediocre or poor teacher regardless of class size."
5. "There is no evidence to justify an administrator who would reduce all other items in a budget to have smaller classes."
6. It is indefensible to argue for some arbitrary common class size for all schools for "local conditions, purpose, quality desired in education, and ability of teachers must be weighed."
7. Class size is more likely to be determined by "birth rate cycles, finances available, and physical facilities rather than by research."
8. Class size does not seem to be the

best indicator of the quality of a school.

And a statement in the *Journal of Education* (January, 1949) summarizes a common-sense view of the administrative problem:

"Meanwhile some of us are wondering if what is wanted at this time is so much a precisely determined best size or a practical effort on the part of school administrators to see that classrooms are not treated like street cars, always ready to take more passengers, but as places in which reasonable numbers should be the rule as determined by subject, pupil abilities and need of help, teacher experience, and pupil handling capacity, and other factors." — E. A. F.

### A NEW CATHOLIC ENCYCLOPEDIA

It was good news that a new Catholic Encyclopedia is to be published. It was good news that a new Catholic Dictionary will be added, too. It was even better news that the Catholic University will be the sponsor, that it will cost \$4,000,000, and it will take five years. There is always the danger in such im-

mense projects that a great deal of the work will be done by hack writers, and be superficial in character to satisfy an assumed average reader. It's heartening that the project is conceived in broad terms and that its scholarship will, in fact, be guaranteed by the University. The announcement says it will not be merely a revision of the 52-year-old present Encyclopedia; it will be an entirely new work. "The encyclopedia," we are told, "will be the product of massive research in historical, social, scientific, cultural, and ecclesiastical fields to provide an authoritative source of information and reference for the English-speaking world." The standard of scholarship must therefore be world-wide. It will, we are sure, not be a product of what Dean Campbell called at a recent annual meeting of the National Catholic Educational Association, "a ghetto-Catholicism." I fear this may be true of some of our textbooks.

This will be a wonderful challenge to Catholic scholarship, a great service to education, and a greater service to the Church. Our wish and our prayer is that it will be a great success. — E. A. F.

## Christmas Masses and Missal History

By Brother Lawrence J. Gonner, S.M.

Maryhurst Normal, Kirkwood 22, Mo.

■ The average Catholic student finds at Christmas a great source of spiritual and cultural inspiration in the seasonal prayers of the Missal. By using it he is able to follow the priest at the altar in all the prescribed prayers.

The three Masses of Christmas day are rooted in Roman Church history and Papal practices. The first Mass was that celebrated by the Pontiffs at St. Mary Major where the remains of the crib of Bethlehem were revered; the second Mass still makes a distinct reference to the Eastern saint, St. Anastasia, at whose church in the Palatine district of Rome a Mass was said; the third, with its station at St. Peter's, recalls the Mass said at the tomb of the Prince of the Apostles.

The idea of the triple births of Christ associated with the Masses is a medieval,

and hence a much later, interpretation. The early Romans made few such deductions of a symbolic character from the Christmas Masses. The medievalists found in the first Mass a suggestion of the birth of the Second Person of the Holy Trinity in the bosom of God the Father; in the second Mass a suggestion of the temporal birth at Bethlehem; and, in the third, the birth of Divine Life in the hearts of men through grace. The historian finds none of these ideas associated with the origin of the feast of Christmas. As a matter of fact, it is the Epiphany, or feast of the "manifestation" that was the earliest feast of Christ's birth and it arose in the Eastern Church. Our present feast of December 25 is Western and Roman in origin and appears only in the fourth century.

(Continued on page 30)

# These **USS** AmBridge Modular Schools were started this spring ... completed this fall!

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Roman Catholic School  
Wildwood, Pennsylvania  
11,453 sq. ft. of floor area  
Eight 24' x 36' classrooms  
Architect: Joseph F. Bontempo & Associates, Inc.

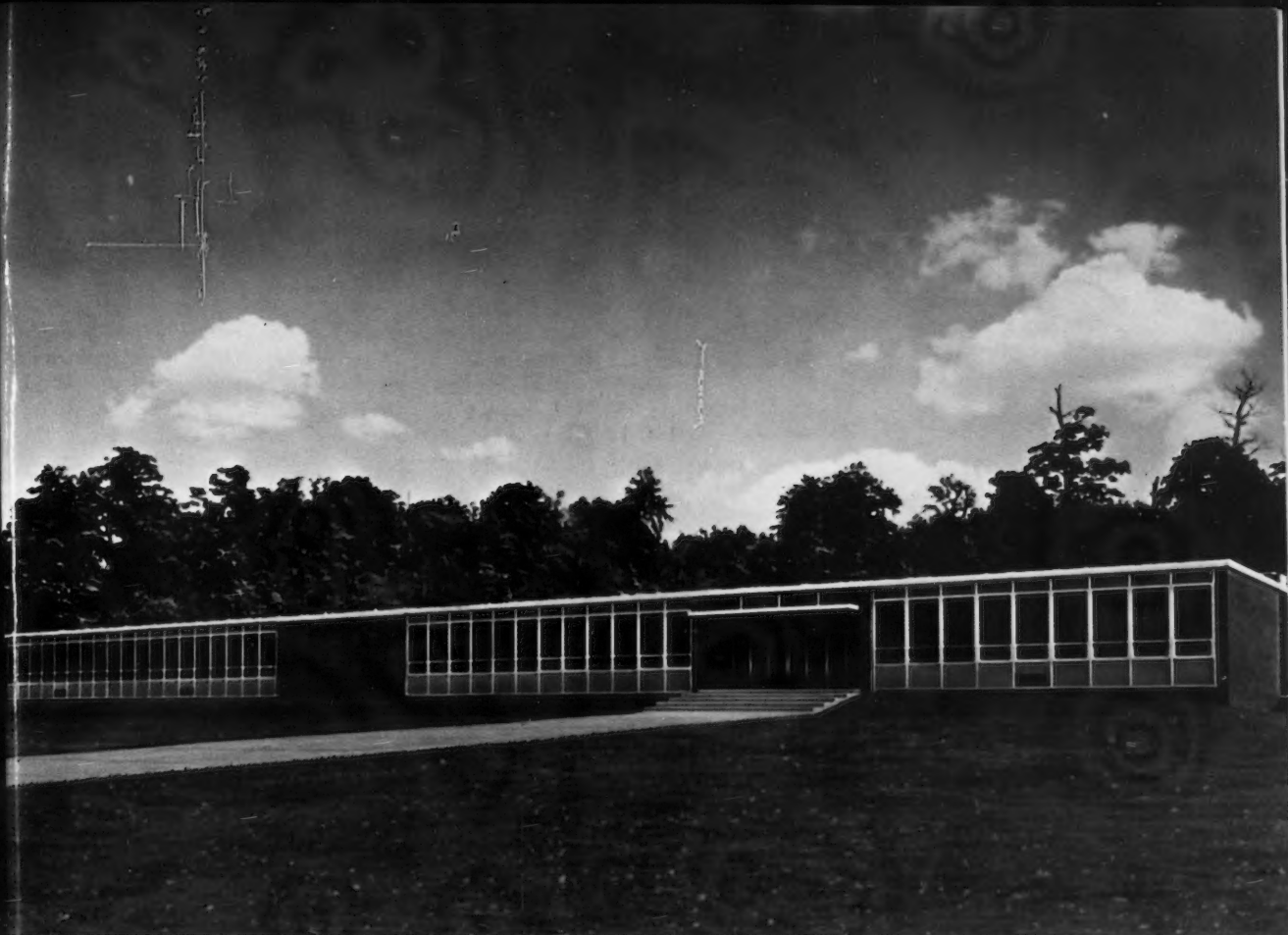
Michael Baker, Jr.,  
General Contractor  
American Bridge Division, U. S. Steel



Elementary School  
Evans City, Pennsylvania  
25,084 square feet floor area  
Twelve classrooms  
Architect: B. J. McCandless  
General Contractor  
Carcaise Construction  
New Brighton, Pennsylvania



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## Masses and Missal History

(Continued from page 27)

### Vernacular Missals Recent

The exact translation of the liturgy of the day into the language of the country, as found in our present Missals for the laity, is relatively recent. For centuries such an exact translation was forbidden by Church law. We find the Sacred Congregation of Rites as late as 1851 still formally forbidding the exact translation of the Ordinary of the Mass. By 1877, however, it had limited its decree by saying that the approval of such translations was reserved to the local bishop. It was Pope Leo XIII who in 1897 did away with all earlier prohibitions of the vernacular Missal. So it is only in the late nineteenth and early twentieth centuries that literal translations made their appearance in any numbers. It was Bishop John England of Charleston, South Carolina, who gave us the first American printed Missal for the laity.

The Missal in use today stems, in substance, from the Council of Trent. St. Pius V in a decree of 1570 (still printed in Latin in the front of every Missal used by the priest at the altar) ordered the universal Church to abide by the work done by the Council of Trent. The only exception made was in favor of customs more than two hundred years old. The Council had undertaken and brought to completion a revision of the service books. The revision was a great blessing to the universal Church. In substance, the Council cleared the Mass of accumulations of nonessential matter, such as pious literary compositions, too heavy an accent on local customs, and, in general, of an overemphasis on minor matters. It brought the structure of the historic Roman Mass to stand out in clear outline.

### Parts of the Missal

When broken down into its elements, the Missal is a gathering together of service books that were at one time distinct. This can be seen if the various parts of the Proper of the Mass (the parts that change) are considered according to their sources. The present-day high Mass, incidentally, still gives us several clues to this historical background. Note the following:

From the Antiphonaries (Songbooks)	From the Sacramentaries (Books used at altar)	From the Lectionaries (Books with Readings)
Introit	Collect	Epistle
Gradual	Secret	Gospel
Offertory		
Communion	Postcommunion	

And from the *Ordo* or *Directorium* we have received the directives for proper ceremonial through all the prayers and actions of the Mass. These are called rubrics today as Missals used at the altar usually print these directives in red (Latin, *rubrus*, "red").

We can thus see how today's Missal has brought these various books under one cover. The Sacramentaries were used by the bishop (or presiding priest) and supplied him with the prayers he needed for the administration of the Sacraments (primarily the Eucharist). The Canon of the Mass, incidentally, is not always found in Sacramentaries for in the early centuries of Christianity the presiding minister often knew it by heart or paraphrased his prayers around a set formula which corresponded to the Canon. Many old Missals, especially those previous to the discovery of printing, are not properly such; they are really Sacramentaries, since they lack the sung and read elements as well as the ceremonial directives. It is the Sacramentaries that have supplied us with the texts of numerous ancient prayers. The three great ones are the Leonine, Gelasian, and Gregorian Sacramentaries.

### Outstanding Missals

The Catholic Church has spread over many nations in the course of the centuries. With its great and absorbing history one would think that a few particular Missals would have appeared that are deserving of special comment in any consideration of the history of worship. And such is the case.

1. The *Lay Folks Mass Book* of about 1150. Despite its title this popular work did not follow the liturgical formulas very closely; most of its prayers are in verse. As the title suggests it was issued in England. It abounds in peculiarities. Copies of it are available in public libraries today.

2. The *Constance Missal*, so called because it was prepared for the Diocese of Constance, Germany, by Gutenberg, the inventor of printing. It carries no date but it is presumed that it was printed about 1443. This would place it about seven years previous to the renowned Gutenberg Bible which has been generally considered to be the first printed book. Only three copies of the Constance Missal are known

to exist—one in America. The latter is preserved at the Morgan Library in New York City which purchased it in July, 1953, from the Capuchin Abbey of Romont in Switzerland. Scholars are inclining to the opinion that this is probably the oldest book made from movable type.

3. The so-called *Schott Missal* of Germany. This was issued by a German Benedictine of that name and enjoyed great popularity. It ran through 47 editions in 50 years. Because of Church legislation (mentioned earlier in this article) it did not carry a translation of the Canon until 1900.

4. The *Roman Missal Translated Into the English Language for the Use of the Laity* by Bishop John England, first bishop of Charleston, South Carolina. This was, as said earlier, the first American Missal and was printed by the William Creagh Company of New York in 1822. Bishop England translated many of the prayers from the Latin himself although he did keep the initial work that had been done by Dr. Tessier, president of St. Mary's Seminary, Baltimore. For his scriptural texts Bishop England followed the translation of the English Bishop Challoner. The fact that it had a literal translation of the Ordinary and the Canon occasioned some delay in its acceptance by Church authorities.

5. The *Stedman Missal*, as it is popularly called, was issued by the American Confraternity of the Most Precious Blood. This book because of simplifying features undoubtedly introduced hundreds of thousands of the American laity to the regular use of a Missal. Some fifteen million copies of it were circulated within six years after its appearance in 1939.

6. The *St. Andrew Missal* is of interest to students of the history of the Liturgical Movement as it appeared shortly after the famous pioneer Congress of the Liturgical Movement held at Malines, Belgium, in 1909. The Congress did much to move the liturgical life of the Church in the direction of popular understanding and participation. The success of the *St. Andrew Missal* was immediate, largely because of its judicious combination of text and informational notes.

One reason for the great volume of Missal sales is undoubtedly the fact that the Missal is now being used as a text for religious instruction in all levels of Catholic education. Another reason is congregational participation in the Mass. And as Catholic education grows, sales will continue to mount. In fact, the Missal seems to have absorbed to a great extent the sales area formerly held by the general Catholic prayer book.

## RELIGION in the Kindergarten

By Sister M. Agnes Therese, I.H.M.

President, National Catholic Kindergarten Association  
Gesu Convent, Detroit 21, Mich.



A young family prays around the Advent Wreath.

December is one month of the year that requires no variety of subject matter in the kindergarten curriculum. Christmas means the *birth of Christ*. Let us in our teaching keep our entire school time devoted to the study of His birth. If the teacher has been following the religion stories in *All for Jesus*, she has been preparing remotely for the birthday of Christ since the stories of the "Fall of Adam" and "God's Promise of a Redeemer." The children have learned the value of doing hard things for Jesus through the study of their patron saints. They have learned to help the members of the Church on earth through their study of the Mystical Body. They have learned to help the members of the Church suffering through their study of the souls in Purgatory. Now is the time to bring into focus the identification of the members of the Church with Christ, through stressing their actions in preparation for Christmas as actions being done for Jesus personally, their gifts of loved possessions as real personal gifts to Jesus on His birthday. This is the age level at which to train our children in a true personal, intimate love for Jesus as they find Him in the crib, in the Blessed Sacrament, in the members of their families, in the poor, in all members of the Mystical Body.

The story of St. Martin helps the children understand the significance of helping Christ through helping others, of giving to Christ through giving to others. St. Martin, a soldier, was one day riding along the road when he suddenly came upon a cold, half-dressed beggar. St. Martin removed his long, full cloak, slit it through the center with his sword, and gave half of it to the beggar. That night Christ, robed

in that same portion of Martin's cloak, appeared to him in a dream. Martin threw himself on his knees at Christ's feet, exclaiming, "Jesus, where did You get that cloak?" And Jesus replied, "You gave it to Me this afternoon." Then Martin realized the meaning of Christ's words: "Whatever you do to the least of Mine, you do it unto Me."

Martin's story is true. It makes a deep impression upon the children. They glean more fully the truth of our interdependence upon one another in the Mystical Body. They become more fully aware of their obligations toward those who are less blessed with this world's goods. As we bring out the true meaning of Christmas, so contrary to the Christmas of commercialism to which our children have become accustomed, we may truly hope that our children may undergo a change. They have and will hear much about Santa Claus. Let us acquaint them with the good St. Nicholas. They will, because they have been conditioned to selfishness, think much about the gifts they will be receiving for Christmas. Our big aim must be to recondition them to the idea of giving by bringing out their relationship to Christ, by encouraging their imitation of Him in His obedience, His love, His generosity, His spirit of sacrifice.

After the children have followed through the stories of the Annunciation, the Visitation, and the other Gospel stories relating to the birth of Jesus, there are many points which lend themselves to class discussion. Father Gerald Brennan's *Stories for Christmas* will assist greatly in stressing, through bibliotherapy, the right motives which should underlie their actions.

### Points for Discussion

A. Why did Jesus come from heaven to a poor stable for us? Why did He suffer the pains of the straw, the cold, the want?

1. He did this because He loved us, each one of us — John, Mary, Peter.

2. He wanted to teach us to become saints by living as He lived, by doing as He did.

3. He wanted us to share His happiness.

B. What can we do to show Jesus that we love Him in return?

1. We can thank Him over and over — for our parents, our homes, our school, our baptism, our Church — for everything.

2. We can prepare a birthday gift for Jesus — something that we find hard to give: (a) sacrifices at home and in school, (b) prompt obedience at home and in school, (c) kindness to our parents, our brothers and sisters, the children in school, the children on our street, people we meet.

3. We can earn money or food for the poor. Perhaps if we ask Mother, she will give us some extra jobs to do so that we can earn a little bit each day (sweeping, dusting, washing dishes, watching the baby, going on errands, setting the table, etc.). NOTE: for this project, the parents' co-operation should be elicited, so that children are trained to really work for the money.

4. We can pick out one of the toys we love the most and bring it for the Christmas collection for the poor. The same might pertain to a piece of clothing, or some other loved object.

5. We can plan little surprises for the members of our families — surprises of special gifts we have made at home or in school — surprises of favors lovingly done

such as polishing shoes, bringing the newspaper, getting a drink of water, etc.

C. How do various nations celebrate Christmas?

D. What signs of Christmas do you see in your home, in your street, downtown?

E. What is the meaning of the Advent Wreath? How can it be a help to us in preparing for Christmas?

### Source Materials

#### A. STORIES

1. Refer to any December issues of *Little Mine*; *Mine, I*; or *Mine, II* magazines. These contain many worthwhile, character-building stories, poems, and projects.
2. Adshead, Gladys. *Brownies, It's Christmas*, Oxford University Press.
3. Bailey, Carolyn. *Little Folk's Merry Christmas*, Whitman Co.
4. Brennan, Rev. Gerald. *Stories of Christmas*, Bruce Pub. Co.
5. Brown, Margaret Wise. *The Little Fir Tree*, Crowell Pub. Co.
6. Lord, Rev. Daniel. *The Christmas Story*, Queen's Work Press.
7. Martin, Marcia. *Christmas is Coming*, Wonder Book.
8. Monsell, Marcia. *Paddy's Christmas*.
9. Moore, Clement. *The Night Before Christmas* (narrative poem).
10. Thomas, Joan Gale. *If I'd Been Born in Bethlehem* (narrative poem), Lothrop.
11. Thomas, Joan Gale. *One Little Baby*.
12. Sister M. Agnes Therese. *All for Jesus*, Follett Pub. Co., Chicago.
13. *Advent Customs*, Liturgical Press, Collegeville, Minn.

#### B. POEMS

1. Field, Eugene. "Why Do Bells for Christmas Ring?"
2. Roberts, Elizabeth. "Christmas Morning," from *For a Child*, Westminster.
3. Rossetti, Christina. "What Can I Give Him?" from *Sing Song*, Macmillan.
4. Vandevere, F. Lillian. "Christmas for Me," from *For a Child*.

#### C. SONGS

1. "Silent Night," *All Through the Year*, Hall and McCreary.
2. "O Come Little Children," *All Through the Year*, Hall and McCreary.
3. "Christmas Bells," *Sing and Play Book*, Boston Music Co.
4. "O Christmas Tree," *Songs for the Nursery School*, Willis Music Co.
5. "Shepherd, Tell Us," *Sing a Song*.
6. "Jingle, Jingle," *American Singer, I*, American Book Co.
7. "Jack-in-the-Box," *Sing a Song of Action*, Willis Music Co.
8. "I'm a Christmas Rocking Horse," *Rhythm Fun for Little Folks*, Pioneer.
9. "Follow, Follow the Christmas Star,"

*New Songs and Games*, Boston Music Co.

10. Christmas carols and songs from any child's book of songs.

#### D. RHYTHMS

1. Angels approaching the stable — any soft waltz music or carol music.
2. Rocking the Baby Jesus — lullaby music.
3. Shepherds hastening over the fields to find Jesus.
4. Trimming the Christmas tree.
5. Swaying like Christmas trees.
6. Galloping reindeer.
7. Dancing dolls.
8. Jack-in-the-box.
9. Christmas fairies (any fairy music with light dancing motif).
10. Walking dolls.
11. Toy parade.
12. Dancing around the Christmas tree.
13. Toy soldiers marching.
14. Brownies frolicking.

#### E. GAMES

1. Many games may be adapted to the Christmas theme. *Singing Games for Children*, Willis Music Co.

a) "Soldier Boy" changed to *Shepherd Boy*:

Shepherd boy, shepherd boy, where are you going  
Bearing so gently the lamb of white hue?  
I'm going to the stable to see Baby Jesus  
If you love the Baby Jesus, you may come too.

b) "The Farmer in the Dell" changed to *St. Joseph in the Stable*:

St. Joseph in the stable  
Bell ring for Christmas tide  
St. Joseph in the stable.  
St. Joseph chooses Mary  
Mary chooses Jesus  
Jesus takes an angel  
The angel takes a shepherd  
The shepherd takes a Wise Man, etc.

c) "The Mulberry Tree" changed to *The Christmas Tree*.

d) Dance so merrily (all around the Christmas tree).

e) "Ten Little Angels," "Ten Little Brownies," etc.

f) "This Is the Way My Dolly Walks."

#### F. RECORDS FOR CHRISTMAS

1. "March of the Toys," Mayfair K-126B. "What's My Favorite Toy?"
2. "Together We Sing Series" (Follett Pub. Co., Chicago), Christmas records.
3. "Silent Night," Christmas carols (almost any music record series).
4. "Christmas Carols" — Masterseal — long play — 16-23-1798-1799 (both excellent).
5. "The Little Lame Lamb" — Disneyland Record, St 2002 (a narrative).
6. "Sleigh Ride" — RCA Victor — 447-0753.

#### G. EXPERIENCE

1. Dramatization of Christmas story for parents.
2. Trimming trees with children's original decorations.
3. Frosting Christmas cookies and packing them for the poor.
4. Popping corn and putting it in bags for the poor.
5. Setting aside a special toy day, clothing day, and food day for the poor.
6. Singing Christmas carols for different rooms in the school.

#### H. SCIENCE

1. Comparing needles and cones of different evergreen trees.
2. Watching the procedure of making frosting, examining ingredients, observing the thinning and thickening process.
3. Breaking pine cones apart, examining the scales, observing how the cone is made up.

#### For the Work Period

A. Make a stand-up, half-circle cone angel, using child's own photograph for the face. Use as a Christmas gift for parents.

B. String popcorn, dip in coloring, and use for tree ornaments.

C. Make cribs and fill them with straw for sacrificial acts.

D. Make 3-d bells, stars, trees.

E. Make chain decorations of varied colors of metallic or Christmas gift wrapping paper.

F. Make candle and holder using marshmallow, life saver, and small birthday candle.

G. Make candle and holder with clay base, wrapping roll, and metallic flame.

H. Gift blotters, gift calendars.

I. Tie holders (empty rolls, painted or covered, with ribbon handle).

J. Clay ash trays, painted and varnished.

K. Vases — empty tin cans painted or covered with contact paper.

L. Finger paintings, framed, silhouette of child pasted in center.

M. Pencil holder — clay base with holes made to pencil size.

N. Pencil holder — can covered with contact paper.

O. Every winter issue of the *National Catholic Kindergarten Review* contains excellent ideas for Christmas art projects.

#### Reading Readiness

See "Reading Readiness in the Kindergarten," by Sister Mary Hyacinth, O.S.M., *National Catholic Kindergarten Review*, V. VIII, No. 2, pp. 12-17.

#### Number Readiness

See "Number Readiness" by Sister Mary Damian Basso, R.S.M., *ibid.*, pp. 22-25.

# They Scorn Free Will in the Corn Belt

By Rev. John E. Coogan, S.J.

West Baden College, West Baden Springs, Ind.

■ "Have you followed the experts' advice [regarding the prevention of delinquency] whether you liked it or not . . . ? If you haven't, what right have you to any opinion anyway?" With America facing a problem of youthful crime growing four or five times faster than is our population, such is the challenge hurled at the general public by Dr. Lowell Carr while of the department of sociology of the University of Michigan. As to the "experts" whose opinions he thought alone worth while, high on the list he placed sociologists like himself. One of those sociologists has just given us an example of why the popular mind refuses to accept their guidance as the last word.

The offending sociologist is Dr. Ralph W. England of the University of Illinois. He rejects with contempt a Bruce publication, *Criminology and Crime Prevention*, written by Lois Lundell Higgins and Edward A. Fitzpatrick. His reason for that rejection is that the book is built about the concept of the freedom of the will, against which Dr. England tells us with absolute finality, "The door of scientific inquiry is closed." Dr. Fitzpatrick, formerly of Marquette University and Mount Mary College, speaks for us too when he replies, "We think it tragic that the captive audiences in the classrooms relying on their college grades for degrees must, in the name of education, have this determinist propaganda stuffed down their throats."

In reply to those words, Dr. England takes another slap at the free-will concept and the philosophy by which it is best defended. "Contemporary scholarship," he tells us, "is not carried out on the basis of a philosophy which reached maturity in the thirteenth century. This philosophy has been undergoing critical examination for 500 years and received its deathblow, as far as modern scholars are concerned, during the nineteenth century, when Western man finally wrenched his mind free from the remnants of medieval thought." This gross misreading of the facts of modern scholarship might be taken as only a myopic professorial idiosyncrasy were it

not that among secular academic criminologists it is so ordinary. As Dr. Arnold W. Green of Pennsylvania State says, "Probably more than any other group of social scientists, students of criminology are acutely aware of this [climate of determinism]."

In the criminology text by Dr. Maurice Parmelee we are assured that "the progress of science has destroyed for all practical purposes the theological and metaphysical doctrine of a free will. . . . In view of these ineluctable facts . . . freedom of the will fades away into nothingness." For a generation the well-known Dr. Harry Elmer Barnes has been making the same denunciation. He assures us that "Modern physiological chemistry, dynamic psychology, and sociology have proved the free moral agent theory of human conduct preposterous alike in its assumptions and its implications. . . ." His classic summation is, "There is not the slightest iota of choice allowed to any individual from birth to the grave." Professor Shalloo, University of Pennsylvania, has accused the belief in free will of having "probably set back our understanding of human conduct at least 500 years. . . ." Donald Taft, as head of the sociology department, University of Illinois, even charged that in some "important and basic way" the religious stand for free will and human responsibility makes the church a factor in the *causation* of crime!

## What Is Free Will?

Many of these criminologists make it evident that they do not so much as understand the meaning of the term "free will." Thus Dr. Barnes has given us the weird explanation that the concept means "that man was perfectly capable of choosing any type of behavior, irrespective of the peculiar circumstances of his biological background and his social environment. Entirely independent of his ancestry and training, it was held that any person was at any time perfectly free to decide, for example, as to whether on a Sunday night he would enter a church with an air of piety and

penitence or remain outside and cast stones at the structure in derision." No wonder the distinguished psychologist William James complained even sixty years ago that "caricatures of the kind of supposition which free will demands abound in deterministic literature."

In reply to the Barnes type of misconception Dr. Abraham Wolf, philosopher of the University of London, tells us in his magnificent article in the 1950 printing of the *Encyclopaedia Britannica*, "No one means by free will that any man is free to make any choice at any time. Obviously there could only be freedom within limits. A man's choice is limited by his heredity, by the conditioning to which he has been subjected, by social pressures, by his opportunities, by the means at his disposal." The Dartmouth professor of philosophy, Wilbur Marshall Urban, neatly sums up the free will explanation by saying, "Freedom means simply the ability to have conscious motives, to understand the meaning of our actions, and to have the power to modify them in the direction of some end or ideal. Both responsibility and freedom must, by their very nature, have degrees."

All this is but a restatement of the thirteenth-century statement of St. Thomas, so despised by the University of Illinois professor, Dr. England, as outmoded, since "during the nineteenth century . . . Western man finally wrenched his mind free from the remnants of medieval thought." Thus we have St. Thomas telling us that ". . . a thing is said to be under our control through the reason and will; and therefore the more the reason and will do anything of their own accord, and not through the impulse of a passion, the more is it voluntary and under our control. . . . Sometimes . . . passion is not such as to take away the use of reason altogether. In that case reason can drive the passion away by turning to other thoughts, or it can prevent it from having its full effect. . . ."

## Modern Defenders of Free Will

Evidence that among modern scholars free will is very much alive, despite the scornful denial of Dr. England, we have from the most noted universities in America. For example, the Harvard philosopher John Wild declares, "Man alone is free because he understands his end, as such, and the necessary means to attain his end." His Harvard confrere, Raphael Demos, is as insistent: ". . . the experience of choice is there demanding recognition—to be naturalized rather than deported; and the judgments of practical reason are bound up with our life in all its phases, not to be brushed aside simply because they ap-

(Concluded on page 34)

pear, to be inconsistent with the judgments of theoretical reason."

From Yale we hear Douglas Clyde Macintosh dub determinism a dogma, not science. He adds, "Complete predeterminism cannot be demonstrated inductively, nor can it be proven deductively. . . . Psychologically considered, it is the outcome of the rationalization of jealousy for the scientific method." The Ohio State University philosopher, Joseph Alexander Leighton, concludes to the point, ". . . mechanistic behaviorism is a sheer rationalistic dogma that gains its plausibility from the general prestige of physical science."

It is true that experimental psychologists tend to ignore the question of free will, since they are so wary of the data of consciousness. Consequently, as Gordon W. Allport, the Harvard psychologist, remarks, "The position of most psychological writers is one of naïve determinism." Dr. Boring also of Harvard, courageously adds, "I doubt if the psychologists know anything about [free will]. They think they do; they think there is none. But they are not experts. It is a problem that is prior to their field and which they are not competent to examine. They assume determinism, most of them, and go ahead from that premise."

#### **All USE Free Will**

The evidence of free will seems so compelling that we may well wonder whether even avowed determinists are of good faith in their denials. Support is given our suspicion by such evidence as that cited by Gordon W. Allport, who points out that the determinist in actual practice ignores his determinist theory: "He proceeds, for example, on the assumption that he and his fellow men have freedom of choice respecting their conduct. He praises and blames, admonishes and exhorts, judges and punishes, consults his conscience and puts forth effort—none of these activities consistent with the axiom of determinism." William James is as impatient as to the practical possibility of determinism-in-action. He tells us, "I can, of course, put myself into the sectarian scientist's attitude, and imagine vividly that the world of sensations and of scientific laws and objects may be all. But whenever I do this, I hear that inward monitor . . . whispering the word 'bosh!' Humbug is humbug, even though it bear the scientific name, and the total expression of human experience, as I view it objectively, invincibly urges me beyond the narrow 'scientific' bounds."

It seems pertinent to add that not only is determinism no fact, it is not—at least in the matter of juvenile delinquency—

even a fruitful theory. For if there is anything awry in either the child's heredity or environment—and when is there not?—the deficiency might make of him a John Dillinger no matter how he or anyone else might try to prevent it. As the Duke University psychologist, William McDougall, pointed out in determinist theory: "My conduct will be what it will be, the issue of conditions that existed and determined it in every detail long before I was born; therefore it would be foolish of me to take pains to choose the better course and to make efforts to realize it." Dr. McDougall suspected that determinists are afraid to face up to the tragic implications of their own theory and "have entered into a conspiracy to ignore, since they cannot dispel, the dark shadow on human life." However, the determinist psychologist Professor Max Wertheimer feels that he can slyly avoid the force of Dr. McDougall's contention. Wertheimer's "dodge" is that "Fortunately men believe in their will, and even if they are philosophically convinced of determinism, they will not make use of it in actual situations." What respect should be given a theory which confessedly is saved from disaster only by the fact that it is never really put to the test?

#### **A Cause of Mental Ill Health**

Even the classroom teaching of determin-

ism has its evil consequences upon the student as a student. Determinism is one of those things that the Harvard Psycho-Educational Clinic has found "Causes of Mental Ill Health Among College Students": "The first reaction is one of disillusionment, with its consequent self-depreciation at the thought of being so gullible in the past, accompanied by an intense dislike for those people and institutions that had led him along blindfolded for twenty years. . . . The second reaction is generally an intense feeling of worthlessness, a feeling that man is but an animal slightly higher than the beasts of the field." The effect of the determinist theory upon that earlier Harvard man, William James, threatened to be even more disastrous. In his *Letters* we read that "suicide seemed the most manly thing to put my daring into." A year later, after having insistently made the free-will assumption, he joyfully exclaimed, "Bless my soul, what a difference between me as I am now and as I was last spring, at this time! Then so hypochondriacal . . . and now with my mind so cleared up and restored to sanity. It's the difference between death and life."

To Dr. England it may seem too good to be true, but we humans are not mere "molecules in the wave of the future," but the architects of our own destiny.

### **A guidance drama on teenage steady dating**

## *An Evening to Remember*

**By Sister M. Evangelist, R.S.M.**

*Assumption High School, Louisville 5, Ky.*

**CHARACTERS:** NANCY—a teen-age girl about 16, who has a steady; MOTHER—Nancy's mother, Mrs. Winton; KATHY—Nancy's friend; PAT—Nancy's friend; BILL—Kathy's boy friend; TOM—Pat's boy friend.

*[The scene takes place in the living room of Nancy's home, on a cold winter evening. The play opens with Nancy and her mother engaged in conversation. Nancy is standing looking out the window when the curtain opens, and turning to her mother says]:*

NANCY: Mother, this is going to be a

perfect evening for tobogganing. The snow is packed and the wind has stopped blowing. The gang is coming at eight and we're going to Cherokee Park. Isn't it great? Those hills are perfect for sleigh riding.

MOTHER: I hope you will be sure to wear enough clothes to keep you warm. It is terribly cold tonight. *[Mother leaves the room, while Nancy answers.]*

NANCY: Sure, Mom, I have everything all ready. My red flannel slacks will be perfect. *[The doorbell rings and in burst two effervescent girls.]* Hi, Gang! Where're the fellows?

KATHY: Hi, Nancy! Oh, they'll be here. They're taking care of a few details. *[Takes off jacket and scarf.]*

PAT: Sure they'll be coming along. *[As she takes off her wraps, she turns and sees Nancy's mother coming through the kitchen door.]* Good evening, Mrs. Winton! Something smells awfully good. *[Mrs. Winton enters.]*

MOTHER: Hello, girls! Would you like something hot to drink before you go? It really is cold tonight.

KATHY: Sounds great. We'll need something to keep us going.

NANCY: Let's wait 'till the boys get here; then we can all have it together.

PAT: If I know them, they're probably starved. Tom always is.

KATHY: I've never seen a boy who couldn't eat at anytime.

NANCY: I'm getting worried. It's eight o'clock and they aren't here yet. I haven't heard from Jerry all evening. I hope nothing has gone wrong. He promised faithfully that he would be here at eight.

PAT: Oh, stop worrying. You know your Romeo won't let you down. I talked with Tom when he was finishing his paper route and he said they'd be here.

KATHY: Bill called just before I left, and he said that everything was under control.

NANCY: Well, it seems kinda strange that Jerry hasn't even called. It would be terrible if he doesn't come.

KATHY: You can still go with us, even if he doesn't come.

NANCY *[as she goes up the stairs to finish dressing]*: You don't know Jerry very well.

*[A thumping noise is heard from the porch, as if knocking snow off shoes.]*

PAT: Oh, that must be they now. *[Bill and Tom enter but Jerry is not with them.]*

BILL: Everything set! We're ready to sail.

TOM: Boy, this is a great night. Couldn't be more perfect.

MOTHER *[calling from the kitchen]*: Come and get it! The hot chocolate is ready. It won't take but a minute. *[Calls to Nancy]* Nancy, are you ready?

NANCY: Just about, Mother. I'll be there in a minute.

KATHY *[turns to Bill and says]*: Where's Jerry? Have you seen him?

BILL *[very unconcerned]*: Oh, he called and said he had to work late tonight, and couldn't make it. He told us to go on without him.

KATHY: But what about Nancy? She won't go without Jerry.

BILL: Why not? We can still have lots of fun.

KATHY: Oh, but they're going steady.

BILL: Well, so what? If Nancy is that stupid, just let her sit home and twiddle her thumbs.

NANCY *[coming down the stairs, all ready to go]*: Hello, fellows! Where's Jerry?

TOM: Oh, he called just before I left and said that he'd have to skip tonight. He had to work overtime.

NANCY: Work overtime? Well, now that is real gay. That really fixes me up for the evening. *[Walks away dejectedly.]*

TOM: Why? Aren't we handsome enough? We can still have bushels of fun; we'll see to that, huh, Bill!

NANCY: Oh, but I couldn't go without Jerry. After all, I do have his ring.

PAT: But, Nancy, you know he wouldn't care.

NANCY: He'd probably just ask for his ring back, that's all.

MOTHER: Well, are you coming? This chocolate isn't going to stay hot all night.

NANCY: Go on, Tom and Pat. I won't need any hot chocolate to keep me warm. My cozy little bed will do a very nice job.

*[Pat and Tom start to leave the room, but Tom turns back to Nancy.]*

TOM: Gosh, Nancy, Jerry wouldn't expect you to stay home just because he had to work overtime. After all you're not engaged.

NANCY: But, Tom, it just wouldn't be right for me to go without him. He'd never forgive me, I know.

TOM: Well, if he's that touchy, then just let him get mad.

NANCY: I wouldn't enjoy the evening without him anyway. You know how it is, Tom.

TOM *[disgustedly]*: No, I don't. It all seems kinda stupid to me. *[Tom leaves the room with an impatient shrug.]*

NANCY *[thinking out loud]*: It is pretty dumb to have your whole evening spoiled like this. Why can't I go without him?

*[Nancy crosses the room and sits on the sofa; Mother comes in and sits near her.]*

MOTHER: Now listen, Nancy, let's not make a big issue of this. If you want to go, don't let Jerry stop you. If he is the right kind of fellow he won't care; if he isn't then you shouldn't be interested in him.

NANCY *[half crying]*: But, Mother, I can't do him like that, he's been so wonderful.

MOTHER: Yes, but as young as you are, you shouldn't let one boy monopolize you to the exclusion of everyone else. You should be free to have fun and not have to worry that the world will crumble if Jerry doesn't approve. Now be sensible and drink this hot chocolate. Everything isn't going to stop because of this. *[Mother rises to leave the room.]*

*[The others rush back into the room and grab their coats, as Nancy sips her chocolate.]*

BILL: Well, we're off. Everyone set! *[Notices Nancy's unconsciousness]* Well, what's the verdict? You gonna sit and nurse a broken heart all evening or are you coming? That steady dating isn't all it's cracked up to be. Huh, Nancy?

NANCY: Well, I don't know — *[She rises and walks over to the window and looks out.]*

KATHY: I think you're pretty silly if you don't go. I wouldn't let one boy keep me from going — not even you, Bill.

PAT: Tom, if you think you're ever going to tie me down like Nancy is, you'd better think again.

TOM: That's not my idea of teen-age dating. Fun is more important right now.

NANCY: Maybe you're right. After all I have a long time to go before I should be tied down by a ring. *[Her whole attitude changes.]* Where's my scarf? Mother, where'd you put my mittens?

BILL: Oh, boy, this is great! *[All exit in grand confusion.]*

NANCY *[Kissing her mother good-by]*: Good-night, Mother.

MOTHER: You're learning wisdom, Nancy. Have a nice time.

## Help Fight TB



Use Christmas Seals

## Increase in Foreign Language Teaching in Catholic Schools

Douglas J. Roche, in an article on the "Language Boom" in American schools states that "Upwards of 500 Catholic elementary schools in the U. S. are now teaching French, Latin, Spanish, Polish, or German. . . . Though most of the schools either are private or are serving national parishes, a growing number are parochial, and teach foreign language to all children, not just the gifted." The article, which appeared in the September issue of *The Sign*, also relates that "some 700,000 public elementary school children are also learning foreign languages." An experimental program under way in Washington, D. C., calls for teaching Russian to the upper third of the classes in grade schools. Mr. Roche further states: "There is more behind the language boom than intergovernmental communication. The development in children of an appreciation of other cultures and a sense of world mission, both as Americans and as Catholics is also involved."

# Spelling via Crossword Puzzles

By Sister M. Paul, O.S.F.

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■ This age of rapid development and advancement in every field of human endeavor has placed an ever increasing emphasis upon the written and spoken word. To keep pace with the progress in space activities alone requires the addition to one's vocabulary of words hitherto unknown. Science, literature, medicine—all are contributing to progress and demand their specific vocabularies. Our communication with one another, whether written or spoken, employs the use of choice words adapted to convey both knowledge and enjoyment. A well-developed vocabulary is therefore, indispensable in human society. Without it, man would be reduced to the level of a purely sensory being lacking ability to communicate his ideas, sentiments, desires, and knowledge.

## Learn All About Words

By virtue of the alphabet we use, we immediately come to realize that spelling occupies a place of prime importance in achieving the desired goal of an enriched vocabulary. But spelling should not be learned merely for the sake of spelling. There are goals far beyond the perfection of a mere mechanical process, which many times receive only secondary rating in our effort to aid students in becoming more word conscious. It is here the student makes use of the knowledge and skill he has acquired in the daily class periods devoted to the teaching of spelling.

## Learn Pronunciation and Meaning

Side by side with the ability to place one letter after another in a series to form a specific word must go the child's knowledge of the pronunciation and meaning of the word he is writing or speaking. Slurred and inaccurate speech are marks of ignorance and when the indistinct spoken word is transferred to writing, it will very likely be written in the same careless manner. Since many of the words in English are written as they are sounded, they are partially phonetic and demand a knowledge of the basic rules and concepts of phonics.

Despite accurate pronunciation, a word remains useless to the pupil unless he has an understanding of its meaning. Special

time must be taken here to awaken in the student an eagerness to add not only a new word to his vocabulary, but also as many definitions of a single word as he is able to master. Pupils often have a hazy idea of the meaning of a word, and thus are less inclined to check for an accurate definition unless this has been stressed by the teacher. Because the use of a word in speaking or writing is determined by its meaning, the acquisition of precise definitions is of paramount importance.

## Putting Words to Use

At this point it frequently happens that a teacher looks about for some activity which will serve as a test of a student's progress in learning the principles. There are, of course, the daily activities including syllabication, learning the part of speech of each word, the study of prefixes and suffixes, mastering the definitions, the use of words in sentences, and the writing of paragraphs. As a culmination, however, a teacher looks for something more comprehensive, something that will combine many, if not most of the above-mentioned activities. Just such an activity may be found in the crossword puzzle. Its merits are numerous; its effects are lasting.

## Crossword Puzzles Help

Upon the completion of the study of a given number of units in the speller, or at the end of a quarter or semester's work, the students are acquainted with the structure of a crossword puzzle and the rules to be followed in making one of their own. The very best method of learning this is the study of crossword puzzles found in current newspapers and periodicals. From these the teacher should point out to the pupils the differences in size of the various puzzles, the exact numbering of each word from left to right regardless of whether the word is read vertically or horizontally, the small number of spaces without letters and the absence of letters which are isolated from any word. From these puzzles the pupils should also study the carefully worded definitions used as clues for words down and across. It should be noted that these definitions must be clear, accurate,

and straightforward. To avoid any errors, always check with a dictionary before deciding on a definition to be used. Have pupils also note the abbreviations, the initials, and directions which are used to help fill in where words cannot be found. Another important factor to be noted is the punctuation that is used in writing these definitions and clues for the words in the puzzle. When all these have been thoroughly studied and carefully noted on the board, it remains for the students themselves to construct their original puzzles.

## Specialized Vocabularies

Before the students begin work on their own puzzles, it is wise for the teacher to designate the number of words to be taken from the spelling lessons already studied. This makes the work more definite for them and gives them a core around which they can construct the remainder of their puzzle. Insist on the points the students noted in their preliminary study of puzzles. Encourage the extensive use of the dictionary, books of synonyms and antonyms, word study texts, and the encyclopedia. Thus, a wealth of information is at a student's finger tips.

Enthusiasm for this project grows with each addition the pupil makes to his puzzle. This is a challenge few pupils fail to accept. It is something different, something enticing, and yet very beneficial. In order to fill in the spaces it becomes necessary to search for new words, thus making additions to one's vocabulary. In turn, this demands a carefully written definition, one perhaps not yet learned by the student. Small areas where a word will not be satisfactory lend themselves to abbreviations and initials requiring reference to a dictionary for accuracy. Many times pronouns, prepositions, and conjunctions can be used, thereby bringing to the foreground a student's knowledge of grammar. Prefixes and suffixes, too, are frequently used and cover another important area in the field of spelling. Thus, the crossword puzzle utilizes all the activities related to spelling.

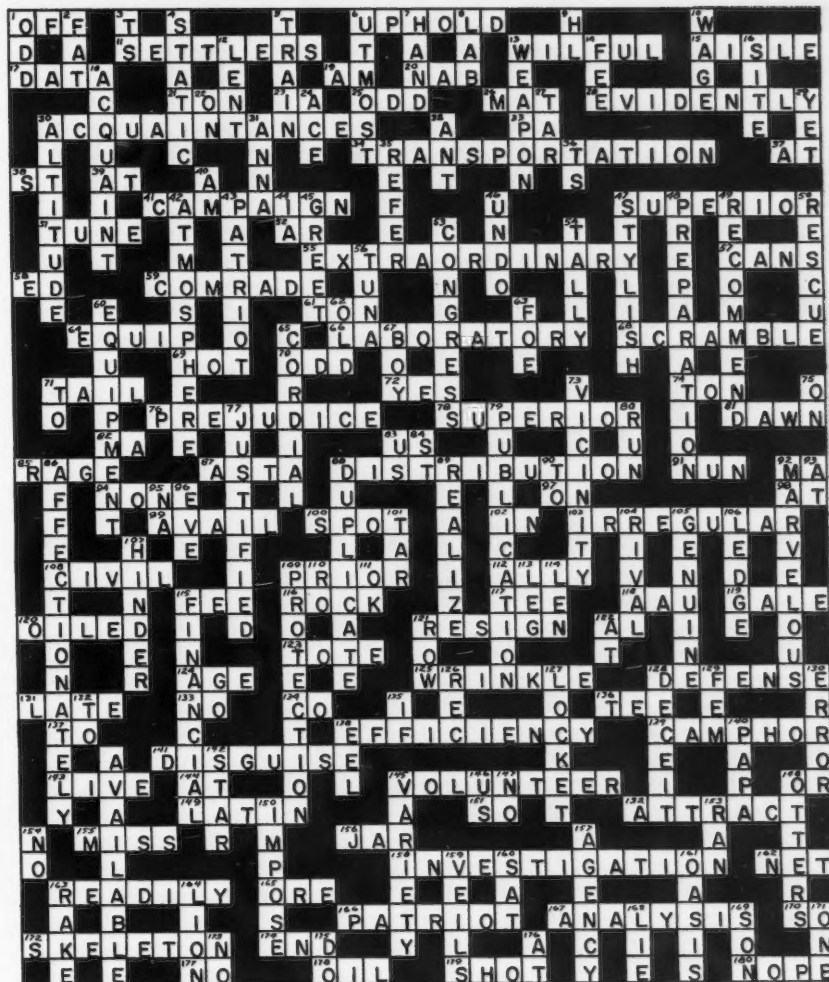
# KEY TO PUZZLE

## ACROSS

1. opposite of on
6. hold up; support
11. first people on frontier
13. premeditated
15. narrow passageway
17. facts presented
19. a verb
20. catch; grab
21. a unit of weight
23. Indian Army (Abb.)
25. unusual
26. floor covering
28. apparently
30. people you know
33. colloquial for father
34. means of conveyance
37. a preposition
38. street (Abb.)
39. a preposition
41. election drive
47. one having authority
51. melody
52. Army Regulations (Abb.)
55. unusual
57. tin containers
58. boy's name (Abb.)
59. companion
61. a unit of weight
64. supply
66. place for experiments
68. climb fast
69. opposite of cold
70. unusual
71. end
72. opposite of no
74. 2000 pounds
76. unreasonable opinion
78. leader
81. sunrise
82. colloquial for mother
83. plural pronoun
85. furious state
87. dog on television
88. act of distributing
91. Catholic teacher
92. short word for mother
94. not any
97. opposite of off
98. a preposition
99. make use of
100. mark
102. a preposition
103. not uniform
108. polite; affable
109. before
112. friend
115. charge for service
116. stone
117. golf mound
118. Amature Athletic Union (Abb.)
119. strong wind
120. greased
121. retire from office
122. a boy's name (Abb.)
123. carry
124. period of time
125. crease
128. protection
131. past due
133. negative
134. company (Abb.)
136. golf mound
137. a preposition
138. good management
139. a medicine
141. make-up
143. abide
144. a preposition
145. offer to serve
148. a conjunction
149. a language
151. an adverb
152. bring near
155. fail
156. glass container
158. a search
162. mesh
163. easily
165. rock or soil containing mineral
166. lover of country
167. a taking apart
170. an adverb
172. framework
174. last
177. negative
178. grease

## DOWN

1. unusual
2. obese; blubber
3. transport and supply (Abb.)
4. stationary
5. teach
6. highest degree
7. pass over; give to
8. laboratory (Abb.)
9. House of Lords (Abb.)
10. carry on a war
12. period before Easter
13. article used in fighting
14. money for services
16. location of a building
18. familiarize
22. a preposition
24. top flight
25. a substance used for waterproofing
29. as now
30. height above sea level
31. a girl's name
32. an insect
35. relate to
36. transport and supply (Abb.)
40. morning (Abb.)
42. air around earth
43. one who loves country
44. Indian Army (Abb.)
45. salute
46. untie
47. fashionable
48. getting ready
49. to speak favorably
50. to save from danger
53. a group
54. score
56. a fish
60. supplies or tools
62. advanced in years
63. enemy
65. sincere
67. a very young man
71. a preposition
73. neighborhood
75. a preposition
77. proved blameless
79. offering to the public
80. walk fast
83. abbreviation for our country
84. street (Abb.)
86. dearly
88. to make copies
89. become aware
90. a preposition
92. wonderful
93. a preposition
95. National Academy (Abb.)
96. evening
101. a substance similar to asphalt
104. competitor
105. real
106. narrow shelf
107. obstruct
109. something that saves
110. Rood (Abb.)
111. okay
113. A part of the body
114. Leonard (Abb.)
115. pertaining to money
121. term used in boating
122. a preposition
126. receipt (Abb.)
127. a piece of jewelry
128. fraud
129. feminine (Abb.)
130. mistake
132. a preposition
135. a conjunction
138. a fishlike animal
140. father
142. heavenly body
145. change
146. plural pronoun
147. negative expression
148. small animals
150. force upon
153. past tense of run
154. opposite of yes
157. organization acting for others
159. mesh coverings
160. past tense of sit
161. fertile spot in desert
163. gather or scrape together
164. a beast
168. deceive
169. parent's boy
171. first number
173. negative expression
175. a verb
176. a preposition



# Activities Put Life into Geography

■ It is always stimulating to consider old truths in the light of so-called modern trends, and so, it will prove worthwhile for us to take a *new* look at the true meaning of the term "Activities," perhaps giving it the broader and more significant interpretation of "Learning through Experience." Thus we may come to regard this channel of learning as a source of great value, rather than, merely, as an annoying distraction.

## Two Kinds of Teachers

Teachers can be grouped into two categories: (1) vertical, and (2) horizontal. The explanation of this rather paradoxical assertion proves to be quite simple.

The *vertical* teacher seems to be the one who has something to teach—and teaches it. We may say that she has no desire to launch out into the wider waters of projects, experience units, and the like; she adheres strictly to the subject matter at hand. We find her counterpart in "the strict constructionists" of the early days of the formation of our Constitution.

By no means, do we underestimate the worth and value of the vertical teacher. She lays a firm foundation of *factual* knowledge. A thorough and painstaking teacher, she is logical, demanding of her pupils, and also, in most cases, interesting as a *lecturer*. Best of all, *she* gets things done. With her, there is no question as to whether Unit Five, Six, or Seven will be completed by the time exams roll around.

On the other hand, the so-called *horizontal* teacher, seems to lean towards *expansion* of knowledge through *pupil participation*, which is no more than another term for *Activities*. She teaches the same material as her vertical confrere, but at the same time is convinced that *meaningful experiences* are an important factor in the assimilation of knowledge. She recognizes in activities, a "motivating springboard" in the acquisition of knowledge. Figuratively, the horizontal teacher assumes the position where she "sits" more, and allows the pupil scope for more creative expression, which results in independence, initiative and creative thinking.

## Activities Useful

In regard to activities, themselves, three

By Sister M. Xavier, R.D.C.

St. Frances de Chantal School, Bronx 65, N. Y.

main fallacies have arisen: (1) Activities are *always* time-consuming. (2) Activities *most often* take forms which are difficult to arrange and involve expense, and/or elaborate materials. (3) Most activities *necessarily* take the form of projects, as understood in the sense of *construction*. I would like to answer these misconceptions by suggesting a few examples of "pupil participation" activities which are well within the range of even the crowded classroom.

Taking these fallacies in order, let us consider the first one: Activities are *always* time-consuming. It all depends on *whose* time is consumed. Would you object to wresting a little time from the TV set, on the part of the pupil, for use in creative work? And what objection, should even the whole family become involved in Junior's "active" assignment! This may well have the added impact of strengthening family ties. With apologies to Father Peyton, "The family that works together, also stays together." A few activities of this "outside the classroom" type and adaptable to middle grade levels, and to even more advanced groups are:

## The Collage or Product Map

Here, let me suggest a collage of your own state, or city, etc. For instance, on a collage of New York State, the State's "Main Street," *The Thoroughway*, may be traced with colored yarn, while the neighboring sections of greatest importance or interest may be represented by symbols. There are many simple media that lend themselves to tracing such routes. To mention only a few: toothpicks, clay, wire, raffia, and plain ordinary string. On a particular map I have seen, staples were used to represent the Tappan Zee Bridge.

Such maps need not be exceptional, but they will develop and bring out a resourcefulness and ingenuity that will never be activated by an entirely instructional or bookish treatment of a topic. Geography will *really exist* as a *real* and a *live* subject

for the child who can create maps of this type.

In a class of, let's say, 50 or more, one does not look for 50 such projects completed. However, this fact need not make us shy away from pupil activity procedures. Even a few such units obtained cannot result in less than gain, for those who *do* participate are enriched—and those indifferent or slack members, which are a part of every class, must at least benefit through observation, or from *merely being exposed* to what is contributed by the others.

## The Relief Map

Another example of a worthwhile but *not* time-consuming activity, is the relief map, which is an excellent means of getting the "feel" of surface features. One particular example I have in mind is the "hand map," and I have seen it used successfully to introduce land and water forms in the third grade.<sup>1</sup>

This procedure is one of *teacher-directed activity* where each individual finds or "feels" surface forms in his own hand. By inventing names, such as Palm Valley, Thumb Mountain, etc., the device holds interest, while at the same time, so to speak "sets" the concepts of surface forms.

A second step or follow-up of this activity could result in an "outside the classroom" type, such as making a surface pattern from one or more of the easily accessible materials, as flour, water, salt, clay, plaster of Paris, or papier-mâché, and colored according to the standard color symbols common to the physical map, as already noted in the classroom. These first patterns can, with guidance, lead into the development of more formalized map work, such as the development of continental masses, etc.

Let us take a look at the second misconception, namely that activities most often take forms which are difficult to arrange, and involve expense, and/or elaborate materials. Here we shall let the facts speak for themselves. For the lower grades, in connection with *Directions*, there is suggested:

<sup>1</sup>The World God Gave Us, Noble and Noble, Inc., New York, N. Y.

## Natural Science Projects

- a) An observation of the North Star, noting the Big and Little Dipper. How generous is the Creator with His *free* material.
- b) Having a compass exhibit, discussing its use on hikes, in ships, planes, etc.
- c) Displaying a weather vane. If one is not available, pictures and information can be obtained from the *National Weather Bureau, Washington, D. C.*

## Our Environment

- a) In connection with *Our Immediate Environment*, beginning with the home as the center of the child's universe, an examination of a set of blueprints, noting the layout of rooms, etc., is an excellent "steppingstone" to the later study of other environmental centers, and to future map study.
- b) Visiting the church, viewing the classroom, noting the shape and position of outstanding features with an idea of making a floor plan, is an added step toward plotting the simple neighborhood map.
- c) Many organizations offer road maps and are generous enough to furnish an individual map for each child in the class. It is not too difficult for children to note color symbols, such as red lines, route numbers, and planes representing airfields, and the like, thus learning to trace main highways of travel. Reading a map in terms of legend symbols can be an exciting experience for teacher and children as well.

## Collections

We all know that children, especially boys, are born collectors. From a tender age they begin to amass such treasures as rocks, buttons, boxes, string, and practically *everything* that happens to be discarded. This natural talent can be utilized in the form of exhibits and displays. Colored pictures are readily available today, when almost every home boasts of two or three magazines. These, once collected, can be arranged as booklets, panoramas, or used in an opaque projector.

## Exchange of Letters

People and customs of the entire world can be brought right into the classroom through an exchange with pen pals. The *Catholic Digest* for February, 1957, has an article entitled, "Friends All Over the World," and additional information can be obtained from the *International Friendship League*, 40 Mt. Vernon St., Boston 8, N. Y.

## Missionary Bulletins

We also have a wealth of material in the publications dealing with the activities of our missionary orders. Yet, this really valuable source of world relationships is



## In Church

The Church is so still, dear God, you know.

"Whisper your prayers quietly,"  
Mother said;

"Kneel up straight and bow your head,

And always walk on tip-toe!"

Some day when no one is about,  
I'd like to run right in and loudly shout:

"Dear God, I love you so!"

— Sister M. Edward, S.S.J.

often left untapped—and even, as often as not, discarded.

## Field Trips

It is true that, in some locations, field trips are difficult to arrange and finance, but that does not apply to many areas. Our children's education can hardly be considered complete without visiting the airports and outstanding points of geographic and cultural interest of which our community, city, or state can boast.

With a little effort, information in regard to free transportation for groups of teachers and pupils interested in taking field trips during school hours, can be obtained. Your school board may publish an administrative manual with which you are not familiar and which may contain just such information. Educational advantages are vast in this day and age for the *enterprising* teacher who wished to make use of such opportunities. That these sources often do not come within the range of our *awareness*, much less reach our *progress* or *plan books*, is not infrequently due to our own indifference in seeking out the ways and means of making our teaching become a "living" thing.

The enumeration of these examples proves the fallacy of the third misconception in regard to activities, namely, that activities most often take the form of *Construction*. However, let us take a look at some of these "constructed" activities:

## Construction Activities

The *diarama*, or "three-dimensional form" project happens to be one of the most popular with our "small fry." These little people can do amazing things with boxes. Just plain, everyday, run-of-the-mill boxes! Just imagine a project on *Our Town*. This can become a familiar place as the children build it. In an activity such as this, a large class can actually be an asset, as so many individuals can con-

tribute. A particular one I have in mind was begun with the church as the focal point and was built out from there.

On the middle-grade level, sandboxes (individual or general) of the "exotic type" lands, such as the Sahara, the Congo Region, Switzerland, etc., are simple to construct and provide a wonderful substitute for the natural phenomena with which it is impossible to acquaint the children.

In my collection there is a picture of a diarama entitled *Our Farm*. It greatly impressed me, as it allows for the less talented little people to take part. There is the usual display of buildings of all sizes and shapes, and the other typical farm scenery. However, in the background there is a large display of pictures. Perhaps it would be more accurate to say that the background is made up of pictures. Here we have a *real* contribution that demands no extraordinary skill. The "dullest of Johnnies" can manage a picture or two.

In closing, a word of warning: Activities, no matter how meaningful, can never take the place of *content*, or even be allowed to overshadow it. They are not *ends* in themselves, but are tools for making content become *alive*.

On the other hand, *content* is unbalanced without *pupil participation*. One is essential to the completion of the other. And your teaching will be just as successful and worthwhile as you, the individual teacher, will make it by your wise use and fusion of *content* and *activities*.

Running through the whole program, as a golden thread, must be the *Christian reflections*, which are the social principles by which a Christian generation must learn to estimate and evaluate the world about it. Here lies the enrichment of the whole program of our Catholic education, without which all that is taught is meaningless, for this is God's universe of which we teach as we endeavor to prepare citizens of this and *another* world.

## Art in Stamps

By Sister M. Rey, O.S.B.

Cathedral School, St. Joseph, Mo.

■ Canceled postage stamps are not necessarily wastebasket material. The eighth grade of our school collected stamps for the missions, and in the process of elimination thousands of valueless one-, two-, and three-cent stamps were discarded. The first grade decided to use these castoffs for a mosaic in their art class. A project on our Blessed Lady was selected which would serve, not only to instill a deep love of our holy Mother, but also to teach the children wholesome habits of co-operative work.

The outline for the mosaic was obtained from a small picture enlarged with the opaque projector. This was placed on a slab of corrugated cardboard 4 by 6 ft. Then work began! First a 4-in. border around the edge was filled in with blue three-cent stamps. Then the gown was also set in with three-cent stamps. The veil, slippers, and cincture as well as the star around our Lady's head were worked in with white city postmarks cut in squares. The side panels and the outline of the star were filled in with pink two-cent stamps and the background was set in with green three-cent stamps. Lastly, the mosaic was retraced with a black felt-point pen.

The children took turns taking the stamps from the envelopes and soaking them in water while others set the already dried stamps into place. More than 5000 stamps were handled in the process of completing the picture.



This large mosaic made from cancelled stamps represents a month's work by pupils in the first grade at Cathedral School, St. Joseph, Mo.

## Dictionary Land

By Sister M. Marina, Ad.PP.S.

All Saints School, Wichita 17, Kans.

■ The following skit was given for the Home-School Association in our parish. Its purpose was to introduce some of the work that is done in phonics in the second grade, to show the parents that phonics is not an isolated subject, but one of the helps to good reading.

[Stage with large dictionary from which letters come.]

ANNOUNCER: In the country of Dictionary Land, you will find the royal family. I am sure that you know its members, because you see and use them every day.

[Children carrying the letters of the alphabet come onto the stage singing the alphabet song, ending it with the words, "Now you know our family by the name of A B C.]"

CONSONANTS [step forward]: We are the consonants who hardly change their sounds whether at the beginning, middle, or end of any word that's found!

ANNOUNCER: Some members of the royal family that work well together are the consonant blends.

[Children holding the letters for "L" and

"R" blends enter. As each word is pronounced, the letters step up to the "L" or "R."]

"L" BLENDS: We are the "L" blends as in: black, clown, fly, glass, play, slate.

"R" BLENDS: We are the "R" blends as in: brown, crown, dry, fry, grass, pray, track.

ANNOUNCER: Besides these blends there are many others. Oh! here come the consonant digraphs.

KN [The "N" leads the "K." The "K" acts very bashful]:

We are the "KN" digraph.

We get along quite well.

The "N" does the talking,

And the "K" keeps still.

SH [tiptoe onto the stage]:

We are the "SH" digraph.

Our sound says, "Keep still, please do."

Examples of us are in shell, shop, and shoe.

CH [*come on stage acting like a train*]:  
We are the train sound, as down the  
track it goes.

We are in words such as chick, child,  
and chose.

CK [*act as though they are angry with  
each other, then make up*]:

One day there was an argument as loud  
as it could be,

As to whether the word ended in the  
letter "K" or "C."

In order to keep peace, we decided to  
provide,

Both the letters "C" and "K" as in  
track—

And so give in to neither side.

ANNOUNCER: In the second grade we  
continue to learn about the use of the long  
and short vowels. Their long and short  
sounds are the most common sounds, but  
are not the only ones. I now introduce the  
members of the UN-PRE-DICT-ABLES,  
otherwise known as the vowels.

[*Children representing both sets of vow-  
els enter.*]

#### VOWELS:

We are the vowels as plainly you can see.  
Our work is wide and varied and full of  
traps—you see.

You never can be sure, from one word  
until the next,  
as to whether our sound is long or short  
or one we haven't had—

As yet!

SHORT VOWELS [*step forward*]:

We are the short vowels, let us say our  
sounds—a, e, i, o, u.

Two rules we follow most of the time  
are:

One lone vowel in the middle of the  
word.

One lone vowel in the front.

If you will listen carefully,

It says the short sound you want.

LONG VOWELS [*step forward*]:

We are the long vowels. We will say our  
sounds for you—a, e, i, o, u.

We are the vowels that are seldom alone.  
The two of us you'll find in the word  
we help to make.

The long sound is the sign that the other  
is close behind.

ANNOUNCER:

To show how important it is to keep  
them straight

We have a little lesson if a moment you  
will wait.

[*Children hold up the letters of the word  
cub. Another comes in with the silent "e."*]

Here we have cub, a little bear you  
know.

Just add to cub that silent "e"

A funny bear you'll surely see.

Next we have a wooden tub.

But be careful or you'll find

That if you add that silent "e"

A wooden tub you will not find.

ANNOUNCER:

Now we come to the vowel digraphs of  
which there are quite a few.

But to make a long, long story short, we  
will give to you but two.

[*Children carrying the vowel digraphs  
and words come on at the proper time.*]

Here are crow, know, and grow.

All with the sound of the long "O."

But don't be so sure that you have us  
yet,

Because a different sound you hear in  
plow and cow.

Which many times causes you to fret.

The "EA" has the long sound "E."

In "head" this can be heard.

Just put an "r" before that "E"

The short "e" sound will then be heard.

ANNOUNCER:

We have opened for you a few pages of  
our book.

But there are many, oh so many, we  
can't show them all.

If you would like to see what else we've  
learned,

Then just explore yonder wall.

[*Have on display samples of the work  
in phonics the children have done.*]

## Fourth Grade Critics

By Sister M. Malachy, R.S.M.

St. Salome School, Rochester 22, N. Y.

■ In this age of teaching multitudes, a  
teacher is anxious to discover any possible  
distinctive feature which will advance the  
individual student. Oral reading is a  
medium which exposes a vast range of  
individual differences.

In our classroom we hoped to develop  
in each student an awareness of his par-  
ticular tone and interpretative quality in  
oral performance. Also, we wanted to point  
out whether or not his listeners are capti-  
vated and why. It is relatively easy for a  
teacher to appraise each reader as "excel-  
lent," "splendid," and "lively," but, per-  
haps, the class, in this democratic society,  
would like to add an adjective or two.  
Actually, the children thoroughly enjoy a  
chance to voice their impressions.

The class began a systematic study of  
the effect produced by each reader. After  
a child presented his assigned reading, the  
class was free to express its impressions,  
opinions, judgments, and constructive  
criticisms. It is true that many youngsters  
have prominent and more easily definable  
characteristics than others. The following  
are their appraisals of a positive aspect;  
some of which are teacher-stimulated:

smooth reader  
rapid  
calm  
forceful  
just right  
distinct  
clear  
convincing  
intelligent  
gentle  
pleasant

fast  
crisp  
enthusiastic  
good expression  
perfect diction  
in character  
dynamic  
good interpretation  
persuasive  
sounds as if he is speak-  
ing, rather than reading

In the burst of response which followed

each reading, these negative aspects were  
also pointed out:

cannot hear him  
did not sound prepared at all  
voice is monotonous  
did not sound interested himself  
words ran into each other  
did not hold his book correctly  
no expression  
not loud enough  
poor posture  
did not interpret meaning  
too soft  
clipped word endings  
poor diction

A very profound statement was made by  
a potential scientist who noted that "we  
couldn't hear a girl because the molecules  
were vibrating toward the floor instead of  
out to us."

An atmosphere of keen interest and  
inquiry prevailed in the classroom. The  
children were kind critics and hastened to  
note a redeeming quality to offset a nega-  
tive one.

In the next period, one enthusiastic  
youngster went off to his clarinet lesson  
interspersing the reading of eighth notes  
with exclamations relating to his fine "dic-  
tion" which had been praised by his fellow  
critics.

Actually, the significant effects of the  
project are immediate and remote. The  
exercise helped the children to form  
opinions and establish principles of cor-  
rectness. Within a few days, to my sur-  
prise, the third reading group demon-  
strated a decided spirit of animation,  
which it had lacked previously. In general,  
the class was quite enlightened by the  
exposition of qualities and defects.

# News

## AD MULTOS ANNOS

★ **BROTHER JOHN MAES, O.S.C.**, of Onamia, Minn., who is the oldest living Brother in the Crosier Order in the world, marked the 60th anniversary of his vows on August 28.

★ **BROTHER BERNARDINE SKIERKA, O.F.M.**, who is active in Franciscan publishing activities, recently observed the 50th anniversary of his life as a religious at the Franciscan monastery in Pulaski, Wis.

★ **RT. REV. MSGR. CHARLES E. SPENCE**, professor of Latin and Greek at St. Gregory's Seminary, Cincinnati, Ohio, observed the 40th anniversary of his ordination on September 21.

★ **REV. JAMES L. COLFORD, S.J.**, celebrated the 50th anniversary of his ordination on September 27 in Toledo, Ohio. Father Colford is a teacher and administrator who has worked at Jesuit schools in Wisconsin, Ohio, and Illinois.

★ **REV. JOSEPH V. NEVINS, S.S.**, who taught theology to many California priests, observed the 50th anniversary of his ordination to the priesthood on September 20. He is now a teacher at St. Mary's Seminary, Baltimore, Md.

★ **SISTER M. GENEVIEVE** of Villa Maria, Notchcliff, Md., recently observed her diamond anniversary as a Sister of Notre Dame. Sister Genevieve has done pioneering work for her Order and was a member of the first group of nuns to work with the Redemptorist Fathers at their Mission in Puerto de Tierra, Puerto Rico.

★ **MOST REV. RICHARD O. GEROW**, Bishop of Natchez-Jackson, Miss., observed a double anniversary celebration on November 8. On that day, the Bishop marked the 50th anniversary of his ordination to the priesthood and the 35th anniversary of his consecration as a bishop.

★ **BROTHERS S. EDMUND, F.S.C., Ph.D.**, and **S. LAWRENCE, F.S.C., Ph.D.**, both members of the faculty at St. Mary's College, St. Mary's, Calif., observed their 25th anniversaries as Brothers of the Christian Schools on October 17.

## HONORS AND APPOINTMENTS

### Director of Asian Studies

**DR. PAUL K. T. SIH**, noted Chinese scholar and expert in international affairs, has been named director of the newly established Institute of Asian Studies at St. John's University, Brooklyn, N. Y. Dr. Sih has been serving as the director of the Far Eastern Studies Institute at Seton Hall University since 1951. He is the author of several books including *From Confucius to Christ and Decision for China*. In 1956, he was named, by Pope Pius XII, as a Knight of St. Gregory the Great.

### Newark Archdiocesan School Head

**REV. JOSEPH P. TUIITE**, a member of the faculty of Seton Hall Preparatory School, has been named as superintendent of schools of the Archdiocese of Newark, N. J. Three assistants have been named to aid Father Tuite

in his work. They are: **REV. DANIEL A. MURPHY**, Seton Hall University; **REV. WILLIAM H. DALY**, Seton Hall Preparatory School; and **REV. FRANCIS R. LOBIANCO**, director of Mount Carmel Guild's Apostolate for the Retarded.

### Canisius College President

**VERY REV. JAMES J. MCGINLEY, S.J.**, is the new president of Canisius College, Buffalo, N. Y. Father McGinley, who has been dean of the school of business administration at Fordham University is a brother of Rev. Laurence J. McGinley, S.J., president of Fordham.

The former president of Canisius, Rev. Philip E. Dobson, S.J., has been appointed dean of the school of business administration there.

### Jesuit Leads Biblical Association

**REV. JOHN J. COLLINS, S.J.**, of Weston (Mass.) College has been elected president of the Catholic Biblical Association of America. He succeeds **REV. BRENDAN MCGRATH, O.S.B.**, of St. Procopius' Benedictine Seminary, Lisle, Ill. Other officers chosen were: **MSGR. JOHN F. WHEALON**, Cleveland, vice-president; and **REV. JOSEPH E. FALLON, O.P.**, Dominican House of Studies, Washington, D. C., secretary. The 22nd general meeting, at which the officers were elected, was held at Manhattanville College of the Sacred Heart, Purchase, N. Y.

### New College Head

**MOTHER MARY ALOYSIUS** has been named president of Holy Family College, at Torresdale, Pa. She succeeds **MOTHER MARY NEOMISIA** who was recently elected superior general of their community, the Sisters of the Holy Family of Nazareth.

### Summer School Director

**BROTHER LEO V. RYAN, C.S.V., Ph.D.**, a member of the board of editorial advisers and an author of articles for the *CATHOLIC SCHOOL JOURNAL*, has been named director of continuing education and summer sessions at Marquette University, Milwaukee, Wis. Brother Ryan is also the assistant dean of the College of Business Administration and director of the evening division of the College of Business Administration at Marquette.

### Catholic Peace Award

**MSGR. EDWARD E. SWANSTROM**, executive director of Catholic Relief Services, N.C.W.C., has been named for the 1959 Peace Award of the Catholic Association for International Peace. The award was presented to Msgr. Swanstrom on October 24 at the 32nd annual conference of the association held in Washington, D. C.

### Nun Cited by Japanese Government

**SISTER AIMEE JULIE**, president of Notre Dame Seishin College, Okayama, Japan, has been awarded the Fourth Order of the Sacred Treasure by the Japanese government in recognition of her 35 years of service as a teacher to the girls of Japan. The presentation coincided with the tenth anniversary of the founding of the college. Sister Aimee Julie, who is from Lynn, Mass., is the sole remaining member of the pioneer group of Notre Dame Sisters who went to Japan in 1924.

### 'Sweetest' Woman in Chicago

A nun who has devoted more than 30 years of service to orphans has been named "Chicago's Sweetest Woman of the Year." **SISTER MARY ALICE**, assistant administrator of St. Vincent's Infant and Maternity Hospital, Chicago, is the first member of a religious community to be so honored. She has been a member of the Daughters of Charity of St. Vincent de Paul since 1918.

### French Honor to Fordham Professor

**DR. FRIEDRICH F. NORD**, professor of chemistry at Fordham University, N. Y., was recently awarded the medal of honor of the French Society of Biological Chemistry. Dr. Nord, author of many articles and books on chemistry, has received a medal of honor from the American Society of European Chemists and an honorary degree from the University of Pisa, Italy.

### New President at Duquesne U.

**REV. HENRY J. MCANULTY, C.S.Sp.**, has been named president of Duquesne University, Pittsburgh, Pa.

### President of Principals

**REV. RICHARD D. ROSSITER**, principal of Columbus High School, Marshfield, Wis., was named president of the Wisconsin Association of Catholic Secondary School Principals at the organization's conference, October 8-9. He succeeds **MSGR. STANLEY WITKOWIAK**, principal of St. Catherine High School, Racine, Wis.

### Franciscan Peace Medal

**DR. VICTOR ANDRES BELAUNDE**, new president of the United Nations General Assembly, received the 1959 St. Francis Peace Medal from the Third Order of St. Francis. The Peruvian statesman, who has headed his nation's delegation since 1949, is a member of the Franciscan Third Order. Dr. Belaunde is former vice-president of the Catholic University of Peru and the author of several published works on the Catholic philosophy of culture.

### Sociologists Name Jesuit

**REV. JOHN L. THOMAS, S.J.**, professor of sociology at St. Louis University has been elected president of the American Catholic Sociological Society. He succeeds **SISTER MARY EDWARD** of the College of St. Catherine, St. Paul, Minn.

### Nun Is Advisor for Aged

**MOTHER M. BERNADETTE DELOURDES**, vicar general of the Carmelite Sisters for the Aged and Infirm, has been named to the advisory committee for the White House Conference on Aging. Her appointment was announced by Secretary of Health, Education, and Welfare, Arthur S. Flemming.

### New College President

**REV. COLUMBA J. DEVLIN, T.O.R.**, former executive vice-president of St. Francis College, Loretto, Pa., has been elevated to the presidency of the college. Father Columba succeeds **REV. KEVIN R. KEELAN, T.O.R.**, who recently was appointed president of the College of Steubenville, Steubenville, Ohio.

### Spanish Honor to American Religious

**REV. REGIS N. BARWIG, O.S.B.**, monk of St. Procopius Abbey, Lisle, Ill., has been named Knight Commander of the Order of Isabella the Catholic of Spain in recognition of his merits in improving Ibero-American relations. An identical decoration was conferred upon **REV. FRANK FADNER, S.J.**, regent of the school of foreign service at Georgetown University, Washington, D. C.

### Canon Law Society of America

**MSGR. E. ROBERT ARTHUR** of Washington, D. C., has been elected president of the Canon Law Society of America. Msgr. Arthur, who is vice officialis of the Washington Archdiocese, succeeds **MSGR. JOHN D. CONWAY** of the Davenport Archdiocese. Others elected were, **REV. RICHARD ROSEMEYER**, Chicago, vice-president; **REV. JOSEPH KONRAD**, Brooklyn,

(Continued on page 44)

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## NEWS

(Continued from page 42)

N. Y., recording secretary; and REV. CLEMENT BASTNAGEL, dean of the canon law school at the Catholic University of America, treasurer. Delegates voted to hold the 1960 meeting of the society in Philadelphia.

### College Presidents at Conference

SISTER FRANCES MARIE, S.L., president of Loretto Heights College, Denver, Colo., was one of sixteen college presidents invited by the Association of American Colleges to an Intellectual Life Conference held recently. Other Catholic college representatives were SISTER M. NONA, O.P., of Edgewood College of the Sacred Heart, Madison, Wis., and REV.

CHARLES S. CASASSA, S.J., president of Loyola University of Los Angeles, Calif.

### Marianist Appointments

Six Marianists were named to high-level administrative positions in the Cincinnati Province recently. They are: BROTHER JOHN T. DARBY, S.M., inspector of schools for the province; REV. RAYMOND A. ROESCH, S.M., new president of the University of Dayton; BROTHER PAUL A. SIBBING, S.M., director of Mt. St. John in Dayton; REV. PAUL J. LANDOLFI, S.M., principal of St. James High School, Chester, Pa.; BROTHER STANLEY G. MATHEWS, S.M., associate editor of the *Marianist Magazine*, principal of St. Joseph High School, Cleveland; and BROTHER ALBERT J. KOZAR, S.M., principal of Chaminade High School, Mineola, N. Y.

### Superintendent of Schools

Archbishop Thomas A. Boland has named REV. JOSEPH P. TUITE of Newark as superintendent of Catholic schools in the Newark Archdiocese. The archbishop also appointed as assistant superintendents of schools, REV. WILLIAM J. DALY, Jersey City; REV. DANIEL A. MURPHY, Newark; and REV. FRANCIS R. LOBRANCO, Fairfax, a specialist in education for the handicapped.

### Seton Hall President

RT. REV. JOHN J. DOUGHERTY was named, on November 5, as the new president of Seton Hall University, South Orange, N. J. Msgr. Dougherty is a biblical scholar and has appeared frequently on television and radio programs of "The Catholic Hour."

### Poetry Medal

CLIFFORD J. LAUBE, former day national news editor of *The New York Times*, is the recipient of the 1959 Spirit Gold Medal Award of the Catholic Poetry Society of America. Mr. Laube is president of the society.

## DIOCESAN REPORTS

### Archdiocese of Cincinnati

The school report for the Archdiocese of Cincinnati for 1958-59 shows a total of 68,936 enrolled in the elementary schools and 16,194 in the high schools. Some significant points made in the report are:

The pupil-teacher ratio in the parochial schools (including principals and other specialists) was 40 to 1.

In the annual "every pupil test" in English, arithmetic, spelling, and reading prepared by the state department of education, the diocesan median was usually a trifle higher than the state median.

The Archdiocese also conducts a standardized testing program for elementary schools, which is scored by Science Research Associates. The schools of the Archdiocese made an excellent record on these tests.

From 1950 to 1959, the percentage of lay teachers in the elementary schools rose from 11.9 to 34.2 and in high schools from 14.8 to 20.2. The Archdiocese conducts a recruiting program for lay teachers, with three Catholic institutions offering reduced tuition for teachers in training.

Three and .5 per cent of the boys and one per cent of the girls who graduated from the eighth grade in 1958 were enrolled in junior seminaries or other schools giving preliminary training for the priesthood or religious life.

An advanced program in mathematics was conducted in four high schools. These students are expected to be allowed to skip elementary college courses in mathematics.

Special tests in religion were given to all high school seniors in May, 1958. The tests covered: dogma, morals, Christ and the Bible, the Church and Church history, and Catholic attitudes. The test in Catholic attitudes covered six areas: Catholic literature, apostolic spirit, Church support, Catholic education, censorship, and pertinent current questions.

The following tentative conclusions for the tests in religion are stated in the report:

1. The test seemed to measure reasonably with what was actually being taught in our schools.
2. Some things which we generally thought to be taught by all teachers are not being taught by some.
3. While some subject matter areas appear to be receiving more attention than others, there seems to be a reasonably good balance in the total diocesan program.
4. While the mean score of the various schools naturally differs, they are rather closely grouped around the median score. This means

(Continued on page 48)

from

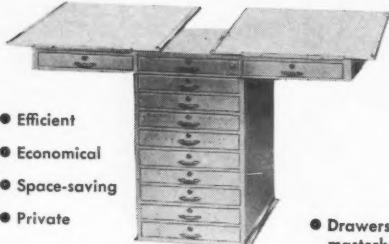
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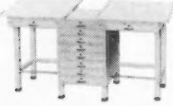
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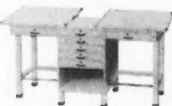
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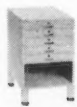
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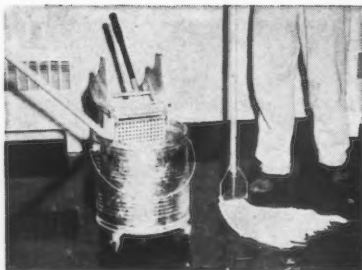
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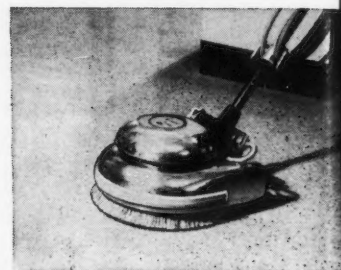
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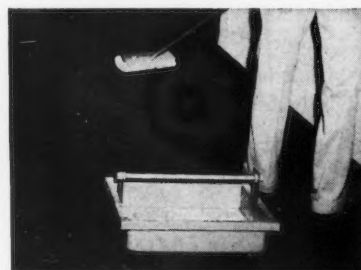
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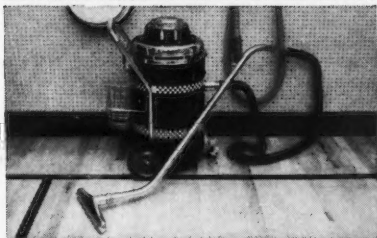
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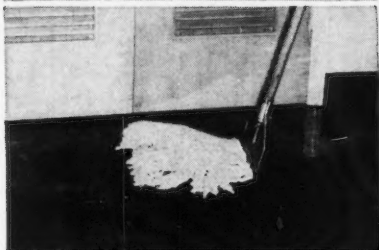
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## NEWS

(Continued from page 44)

that the differences between schools is not notably significant.

5. There should be prepared a syllabus for Church history and life of Christ, and the Bible. These areas were somewhat weaker than dogma and moral.

6. This is the first step which we hope may lead to the development of a standardized test in high school religion. This, of course, will require much more testing, revision, and study of results.

### SIGNIFICANT BITS OF NEWS

#### Foreign Students in Catholic Universities and Colleges

The International Exchange Section of the

National Catholic Educational Association has issued its 1958-59 classified report of foreign students. The N.C.E.A. questioned 263 schools and received 257 replies—98 per cent.

The report shows 5224 students—an increase of 422 or 8.8 per cent over the previous year. The total averages more than 20 students per school.

Schools with more than 100 foreign students were: Georgetown, 437; Detroit, 313; Fordham, 309; Catholic University, 264; St. Louis, 232; San Francisco, 189; Notre Dame, 179; Marquette, 167; and De Paul, 149.

Of the total of 5224 students, 1252 were reported as receiving some kind of scholarship aid and 986 of these were receiving aid from the college alone.

#### School Enrollment, New York City

Attendance in the Catholic parochial schools of New York City has been increased by about

6800 this school year for a total of 369,650. This number is almost 40 per cent of the total enrollment, 985,800, in the city's vast public school system. The 483 Catholic schools in New York have enrolled 300,500 children in the elementary grades and 69,150 students in high schools.

#### Driving and High School Students

St. Wendelin High School, Fostoria, Ohio, students have been forbidden to drive cars to school. In a letter to parents, Rev. Donald S. Hunter, principal, stated that automobiles are "The greatest single factor contributing to juvenile delinquency, to poor scholarship, and to the improper attitude toward parents and school. . . ." Father Hunter also referred to sins of unchastity, ". . . that the world in which teenagers live is so worldly, . . . that it would constitute a grave threat even to a saint."

Students at DePaul Regional High School in Wayne, N. J., have also been forbidden to drive automobiles to and from school. Rev. John P. McHugh, director of the school, in his letter to parents cited these reasons: To lighten the burden on parents who are harassed by their children to be permitted to do what everyone else is doing; and to remove the automobile as an obstacle to study.

#### Extra Curriculars Not for "Steadies"

St. John's High School, Delphos, Ohio, students who "go steady" have been banned from extracurricular activities under a new policy established by the principal, Rev. Thomas W. Kuhn. According to Father Kuhn "The reason for this, apart from the serious moral implications involved, is that such a student (who goes steady) cannot give the proper attention to these student activities when . . . engrossed in immature student infatuations. The extracurricular activity thus suffers and pulls down the spirit of the entire student body. No exceptions will be made to this regulation."

#### Religion in Public Schools

An invitation extended each day to every student at Sunset public school in Dallas, Tex., says: "To start your day with a smile and a prayer, join us in study hall at 8:25 tomorrow morning." Called "Morning Meditations," the meetings were started seven years ago by a group of students who felt the need for a religious influence in school. Permission was received from the school administration and the students proceeded to draw up a constitution and bylaws. The activity is now sponsored by a committee of 25 students under the guidance of a faculty member. Committee members are chosen from all denominations and grade levels, average daily attendance is about 70. In addition, the student committee organization is responsible for a prayer before each lunch period and produces at least one of the religious assemblies during the school. Sunset school answers inquiries to help other high schools form their own "Morning Meditations."

A survey of superintendents in Iowa reports that more than three fourths of 266 local school superintendents in Iowa public schools believe that religion should be taught in public schools if it is presented without a sectarian viewpoint. Only one superintendent in 12 thought the state's public schools should avoid religion completely. In the opinion of 76 per cent of the school heads, the constitutional principle of Church-State separation does not rule out teaching about religion in public schools. Teachers in 80 per cent of the Iowa schools are now permitted to talk about religion, yet 75 per cent of the superintendents thought teachers lack the necessary preparation for such discussions.

In a recent article from the *Pittsburgh Catholic*, praise was given to a Presbyterian

(Continued on page 50)

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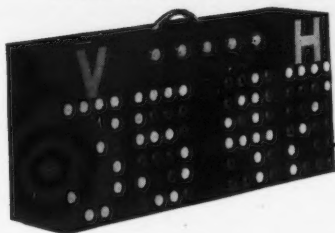
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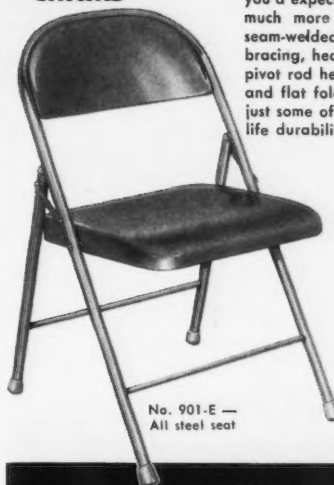
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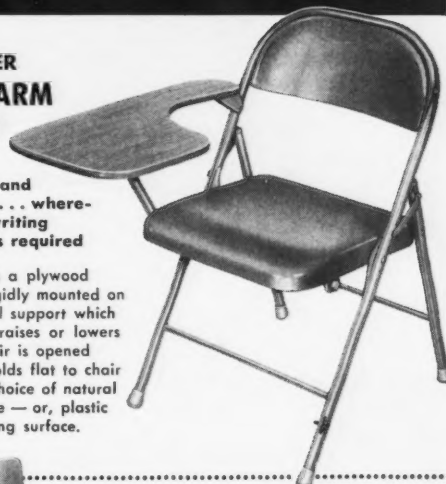
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## NEWS

(Continued from page 48)

minister for his reaction to a federal court ruling that Bible reading and the Lord's Prayer in Pennsylvania public schools are unconstitutional. The paper stated that Rev. Robert W. Young's logic was "irrefutable" when he said: "It is not the Constitution's intent to outlaw God from our national life."

In Miami, Fla., a group has attacked the religious practices in Dade County public schools as being against both the Florida and U. S. Constitutions. The plaintiffs, all of whom have children in the schools, contend that religion is a personal matter and cite both Christmas and Hanukkah observances as unlawful use of public school property to aid religion. County school board attorney, George E. Bolles, countered that under this argument

"we would have to cease opening the state legislature with a prayer and eradicate from our coins the words, 'In God We Trust.'"

The State Supreme Court in Washington has ruled that, except for one phase, Spokane's "released time" program for the religious education of public school pupils is constitutional. The only phase ruled against was the practice of distributing cards in schools and making announcements or explanations to obtain parents' consent for a public participation.

In a resolution sent to the mayor and governor, the New York High School Teachers' Association asked that a study be made to protect high school students from the demoralizing influences of books, magazines, motion pictures, and TV programs. The resolution asked that the motion picture producers of America refrain from producing films that glorify leaders of the criminal underworld, display insensitivity to well-established moral

standards, or depict weakness and inefficiency in law-enforcement agencies and government officials.

### Teachers for Mentally Handicapped

Boston College is giving special attention to the training and education of teachers of mentally handicapped children, on both the undergraduate and the graduate levels. Dr. Katharine Cotter heads the group of specialists who are offering courses in the education of the mentally handicapped, special class methods, guidance for the mentally handicapped and their parents, occupational crafts and skills, and educational tests and measurements.

### Six-Year Grammar School

A special new program for advanced pupils in the Diocese of Pittsburgh has enrolled 40 per cent of this year's first graders in new six-year course. The plan calls for promotion to the second grade in March, and if the fast pace can be followed, the students will have completed eight years' elementary schooling in six years. Integral with the system is emphasis on TV education, according to Msgr. John B. McDowell, diocesan school superintendent. Seven thousand diocesan pupils, starting in second grade, take French three times a week and there is a TV course in Russian for eighth graders and up.

### Special CCD Instructions

The Los Angeles Archdiocesan Confraternity of Christian Doctrine has scheduled 14 courses of instruction for deaf, blind, and exceptional children this fall. Beside its 2400 regular catechists, the CCD is developing a special cadre of teachers for these groups of children.

### Panels on Educational Problems

St. John's University, Jamaica 32, N. Y., scheduled its fourth annual teachers congress for November 3, as a prelude to American Education Week. The congress, sponsored by St. John's school of education and its alumni association, brought together some 60 state and national leaders in education for a series of panel discussions on the following subjects:

Techniques in Discipline, the Gifted Child, the Handicapped Child, Testing Programs, Science and Mathematics in the Elementary School, Guidance in Elementary and Secondary Schools, Foreign Languages, the Conant Report, Educational Priorities, the Challenge of the Soviet Union, Citizenship Education, and Reading in the Secondary School.

Some of the outstanding authorities scheduled for participation were: Rev. Wm. F. Jenks, C.Ss.R., associate secretary of the NCEA, chairman of the panel on education of the handicapped; Sister M. Richardine, B.V.M., associate secretary of the NCEA for elementary education; Dr. Wm. K. Medlin, specialist for Eastern Europe in the U. S. Office of Education — chairman of the panel on the Challenge of the Soviet Union, in which Rev. Geo. Bissonnette, A.A., director of the school of foreign affairs of Assumption College, Worcester, Mass., was a participant; Sister M. Aloyse, I.H.M., psychologist, Immaculate Heart College, Los Angeles, Calif., who participated in the panel on discipline.

There were 105 schools operating a Type "A" school lunch program under the supervision of the National School Lunch Program.

### CONTESTS AND SCHOLARSHIPS

#### Science Talent Search

The nineteenth annual Science Talent Search, conducted by Science Clubs of America for the Westinghouse Science Scholarship and Awards, is open to any high school senior in the United States and Hawaii who will be qualified to enter college before October 1, 1960.

(Concluded on page 51)

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## NEWS

(Concluded from page 50)

As a result of the competition, forty contestants will be invited to the Science Talent Institute (all expenses paid) at Washington, D. C., March 3-7, 1960. From these, five will be chosen for scholarships ranging from \$7,500 to \$3,000. Each of the remaining 35 will receive \$250 Westinghouse Science Awards.

Each contestant must submit to his school required information about himself and a 1000-word report on "My Scientific Project" and take an examination in his school in December.

Teachers can obtain necessary literature including poster announcing the contest from Science Clubs of America, 1719 N. St., N.W., Washington, D. C.

### Contest for Cooks

The second "Junior Cook-of-the-Year Search," sponsored by the Kroger Co. and Westinghouse Electric Corp., offers a first prize of \$2,000 to winners in two divisions, ages 12-14, and 15-19. For entry blanks and suggested materials, write to The Kroger Co., Public Relations Dept., 35 E. 7th St., Cincinnati 2, Ohio. Climax of the search will be a grand prize winner who will receive an all expense trip for herself, her teacher, and her mother to Europe.

### Scholarships for Journalism Teachers

The Newspaper Fund, Inc. (Don Carter, Executive Director, Room 2700, 48 Wall St., New York 5, N. Y.) offers fellowships to high school teachers who wish to improve their professional knowledge of journalism. A recent announcement states that a minimum of 100 fellowships are offered for summer study in 1960. The purpose of the program is to encourage better teaching of journalism in high schools, to improve the quality of high school newspapers, and to point out the career opportunities that are available in journalism for talented young people.

### CBEA Provides Free Study

The Midwest Unit of the Catholic Business Education Association has initiated an impressive business education scholarship program to provide free graduate study for its active members who are candidates for advanced degrees in business education. All members of the eleven-state regional unit are eligible to apply for one of the four scholarships to be awarded during the 1959-60 school year. Write to Rev. Barnabas Lundergren, O.S.B., C.B.E.A., Midwest Unit, Marmion Military Academy, Aurora, Ill.

### Notre Dame Awards H. S. Honor Students

High school valedictorians throughout the country will be eligible for five full-tuition scholarships to be awarded by the University of Notre Dame each year beginning next September. Named for three men who have figured prominently in the history of Notre Dame, the grants will be awarded to young men with the highest academic average in their respective graduating classes. More information and application forms may be obtained by writing to Rev. James Mora, C.S.C., director of admissions and scholarships, Notre Dame, Indiana.

### COMING EVENTS

Dec. 17-18. Southwest Unit, Catholic Business Education Association. To be held at Riordan High School, San Francisco, Calif. Contact Sister M. Elizabeth, 1550 34th Ave., Oakland 1, Calif.



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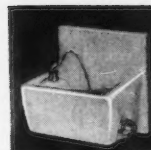
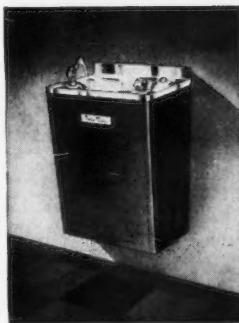
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Safety engineers acknowledge the need for a safe, practical "middle-of-the-street" "SCHOOL ZONE" warning sign. Many large school systems are now using the BARRICADE TRAFFICONE with its PILOT ADAPTER SIGN, exclusively, to show the motorist what to do and to safeguard the students.

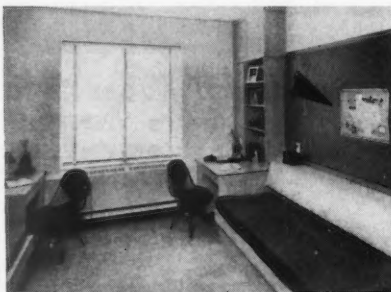
**GRAUBARD'S**

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NEWARK 2, NEW JERSEY

## New Supplies

### DORMITORY FURNITURE

Furniture designed and engineered especially for rugged use in college dormitories is announced by National Furniture Mfg. Co., East Bernard, Texas. The furniture is custom made in both loose pieces and built-in units. Woods



Custom Built-Ins

used are oak, maple, birch, pecan, and walnut; other woods may be ordered if desired. Special features of the line are: heavy corner blocks, melamine plastic tops, and sturdy drawers. Masonite hardboards are used as dust partitions and case blocks. All finishes are baked on and resist liquids as strong as fingernail polish remover. The firm offers an advisory service to architects who want to include the new furniture in their plans. Send for more information.

(For Further Details Circle Index Code 0253)

### CELESTIAL GLOBE

Teachers of astronomy and navigation will be interested in the new 14-in. transparent celestial globe offered by Lafayette Radio Corp., Jamaica 33, N. Y. Consisting of a colored terrestrial globe within a transparent celestial globe, it offers an easily used and easily understood working model of the universe. This aid is helpful in visualizing and identifying the stars and constellations and



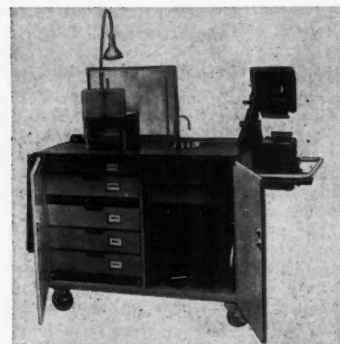
Low-Cost Science Aid

their relationship to each other, to terrestrial positions and to times and dates. Motions of the stars and planets can readily be seen. Sun and moon are positioned by external controls, while artificial satellites can be made to travel around the earth automatically. The globe is reasonably priced.

(For Further Details Circle Index Code 0254)

### ALL-IN-ONE SCIENCE LAB

Instructolab, by Laboratory Furniture Co., Inc., Mineola, L. I., N. Y., is a science demonstration table for use in chemistry, physics, and biology labs. It is completely self-contained with its own water, gas, vacuum, air,



Has Overhead Projector

and electrical systems. An overhead projector comes complete with 200 transparencies of science charts, tables, diagrams, and pictures. It also projects teacher's notes and live experiments. The unit includes two instruction booklets, 110 chemicals, and all necessary apparatus for conducting experiments in chemistry, physics, and biology. Send for fully illustrated Booklet P10.

(For Further Details Circle Index Code 0255)

### CANDLE WITH CHI-RHO SYMBOL

Will & Baumer Candle Co., Syracuse, N. Y., announces a new Christ Candle designed to give added devotional meaning to retreats, Cana Conferences, and other reader groups, and meetings. The large white candle, 14 in. tall by 3 in. in diameter at the base, is decorated in seven colors with a specially designed Chi-Rho surrounded by growing plants. It was designed by a Benedictine Brother. The candle can be used in the home—at dinner, for morning or evening prayer, parties, after Baptism, First Communion, Confirmation, and weddings. Packed six to a case, the candles retail for \$2.75 each.

(For Further Details Circle Index Code 0256)

(Continued on page 54)

**CORRESPONDING CODE INDEX NUMBERS TO  
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IN THE READER'S SERVICE SECTION**

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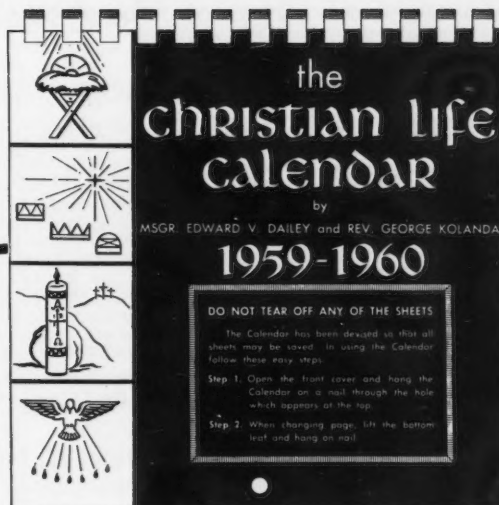
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Mason Candies, Inc., Mineola, L. I., N. Y.

## New Supplies

(Continued from page 52)

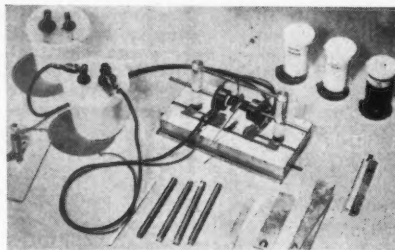
### NATIVITY CRIB

A sculptured, 8-piece Nativity group expressing the true meaning of Christmas is offered by Zaria Displays, New York 11. The set includes Christ Child, Mary, Joseph, three kings, and two lambs. All figures are custom cast in latex with an aged wood-grain finish. They range in size from 5½ to 37 inches and are available in a variety of custom finishes by the original sculptors. Also available is a gold sprayed twig arch. The entire set of 8 subjects and rack is available for a complete Nativity Scene, or individual pieces can be selected for a small grouping. Write for an illustrated brochure.

(For Further Details Circle Index Code 0257)

### CHEMICAL ELECTRICITY KIT

The generation of electricity by chemical action is taught through student experimentation by the Battery Chemistry Kit, Model 610, from the Science Education Division of Product Design Co., Redwood City, Calif. Starting with the assembling of simple wet cells with different combinations of metals and solutions, experiments develop to include the assembling of a meter to measure the current produced by various chemical combinations. Many varied aspects of electricity



### Many Experiments Possible

can be demonstrated. Teacher's manual and student worksheets are included in the kit, priced at about \$10. Write for more details on this and other science teaching materials.

(For Further Details Circle Index Code 0258)

### TABLET ARM FOLDS WITH CHAIR

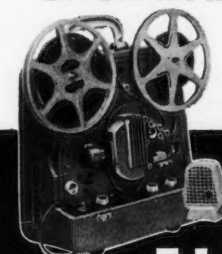
A portable folding chair with tablet arm has been added to the line of Krueger Metal Products Co., Green Bay, Wis. Constructed of tubular steel, the frame is seam welded with extra frame strengtheners as pivot points. The 7-ply hardwood tablet arm is finished in a choice of birch, maple, or plastic laminate facing. It is mounted on a steel support that automatically raises or lowers the arm when the chair is opened or folded. Chairs are available in beige or metallics of tan, green, blue, or gray baked-on enamel. The unit is economically priced and suited to school, auditorium, or church use.

(For Further Details Circle Index Code 0259)

### MATERIALS KIT FOR PROJECTOR

Charles Beseler Co., East Orange, N. J., announces the Beseler Starter kit for users of the firm's Vu-Graph overhead projectors. The kit is composed of a complete selection of audio-visual tools and materials for quick and simple illustrations, and dramatic or professional presentations. Any message can now be

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## McCOURT's

(For Further Details Circle Index Code 0260)

(For Further Details Circle Index Code 0261)

(Concluded on page 56)



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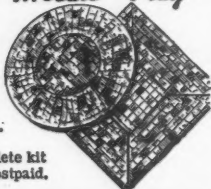
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## New Supplies

(Concluded from page 55)

### MUSIC MAKES MONEY

Making money with music is the idea of a new fund-raising plan devised by the Conn Corp., Elkhart, Ind., makers of band instruments. The project is particularly recommended for school bands that need new instruments or uniforms. The firm offers three 45 rpm records which feature popular musicians Don Jacoby and Bill Page. These recordings are not for sale through regular commercial outlets. Each record is individually wrapped and imprinted with the school band's picture and name as well as personal details of the recording artist. Shipped 25 to a carton, the records sell for \$1 each, the school realizes a profit of \$10 for each carton sold. Cartons are sent to the school on consignment, and any unsold records can be returned to the company. Write for complete information.

(For Further Details Circle Index Code 0262)

### PASTE IN A PEN

A new tool for the classroom is the Exec Paste Pen made by Exec Mfg. Co., Distributors East, New York 31. The red and white plastic pen is filled with a high impact, non-toxic paste that provides 5000 dots of paste before refilling. Ideal for all pasting projects, it enables the user to pinpoint paste where needed without waste or mess. The paste dries in seconds and rubs off easily and completely. Safe and leak-proof, Exec Paste Pen can be used for many classroom and office needs such as mounting on bulletin boards, windows or walls, arts and crafts, and household repair jobs. Retail at \$1 and refills are 70 cents each, available through school suppliers.

(For Further Details Circle Index Code 0263)

### CATALOGS AND BOOKLETS

"U. S. Royal Word Puzzle Book" will help instill the rules and ways of safe bicycle riding in young people. Offered by U. S. Rubber Co., Indianapolis 6, Ind., the booklet includes 11 word puzzle messages, each of which is a safety slogan. The firm also announces free membership cards in the Royal Safety Rider Club, available from U. S. Royal tire dealers who also give free bicycle inspections.

(For Further Details Circle Index Code 0264)

A colorful 12-page booklet which traces the development of anthracite coal is available from Anthracite Information Bureau, New York 17, N. Y. Prepared by educators, the text is a useful supplement for science courses in grades 6-12.

(For Further Details Circle Index Code 0265)

"Make the Most of Your Color Materials Budget" is a handy booklet of purchasing tips from The Crayon, Water Color and Craft Institute, Inc., New York 17, N. Y. It contains simple, practical tests to determine the suitability of color materials for classroom use.

(For Further Details Circle Index Code 0266)

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